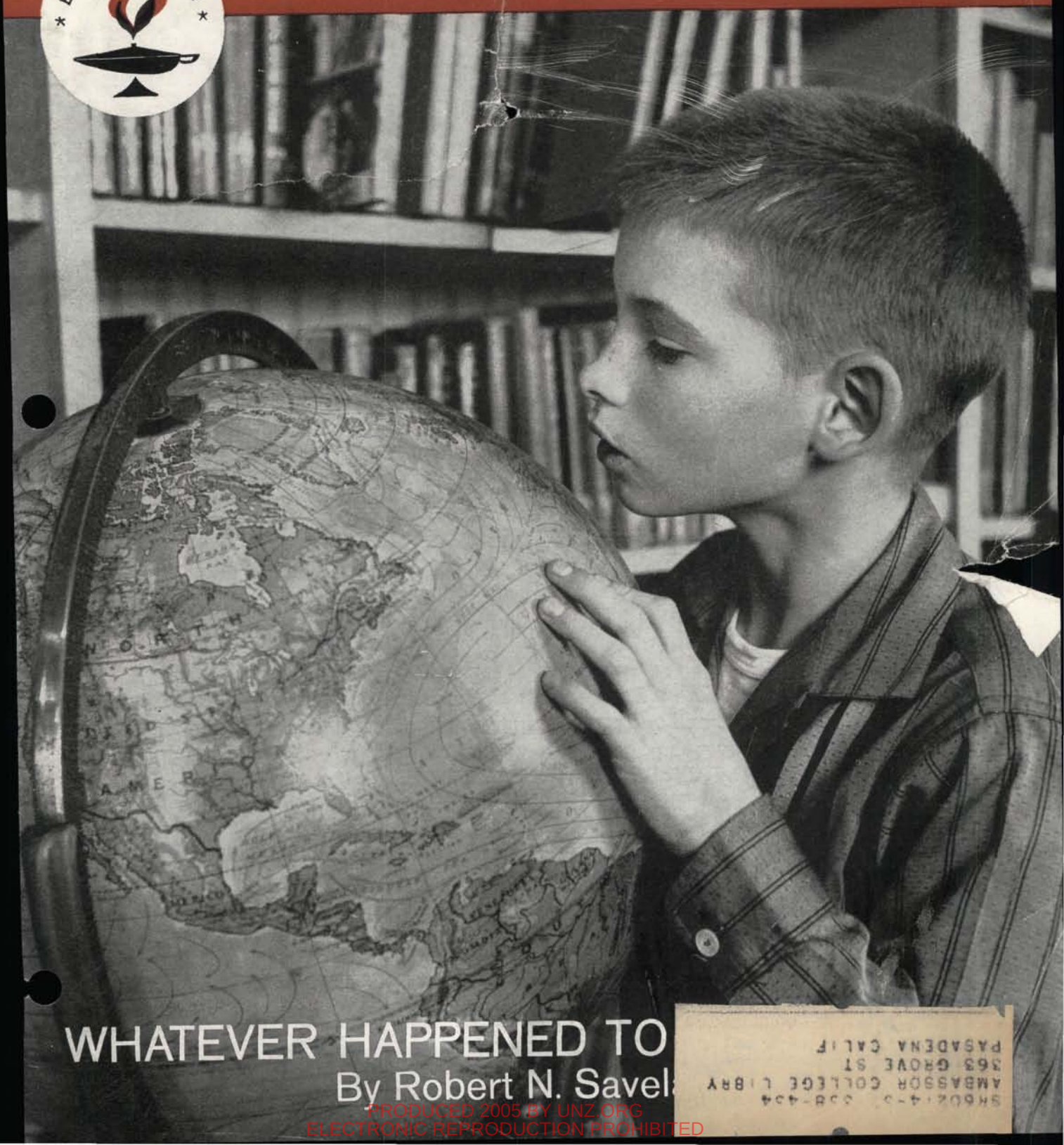
International Change in a Warless World By Arthur Larson

Saturday Review

NOVEMBER 17, 1962 / 25¢

EDUCATION



WHATEVER HAPPENED TO

By Robert N. Savel

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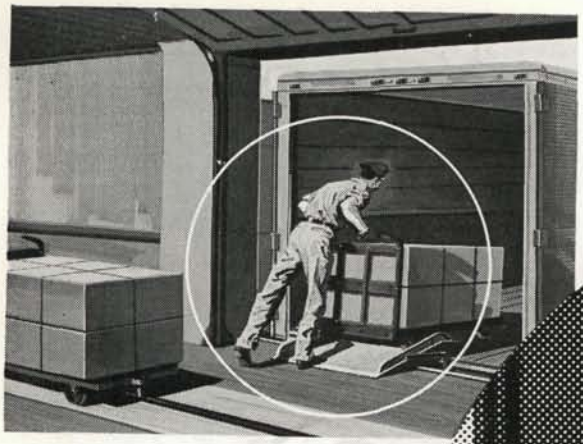

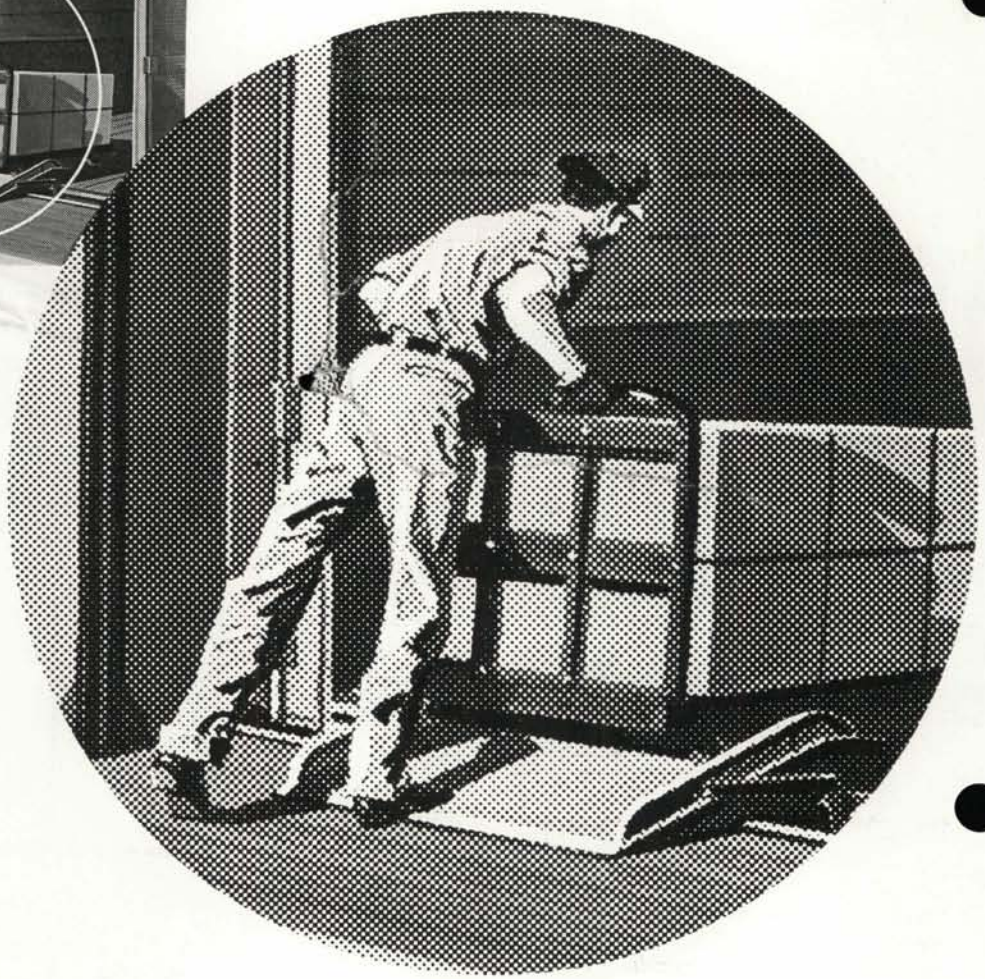

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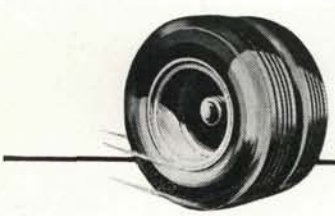

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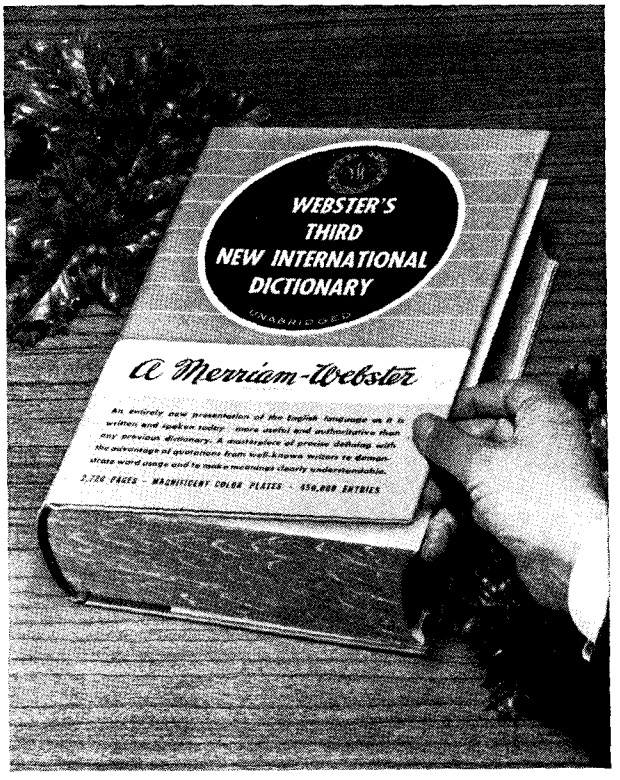

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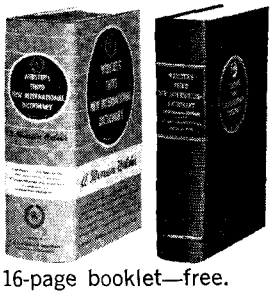

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About this time of year, I see dozens of ads suggesting that books make good Christmas presents. I'm not about to quarrel with that sentiment, since I seldom give anything else. But I think that publishers may miss a good bet in not emphasizing the fun to be had in selecting the right book for each recipient.

There aren't, think goodness, any hard and fast rules on how to buy a book for someone else. Over the years, though, I have found a few approaches that make book buying more interesting, and I pass them on herewith, hoping you'll think they're helpful too.

To begin with, I always allow myself a couple of hours to look around. Not lunch hours, however, since for me book buying is intoxicating enough without trying it on an empty stomach.

Nearly every book shop is divided into sections devoted to particular kinds of books—novels, gardening titles, history—you name it. And everyone I know has at least one special interest. This circumstance makes book buying a lot easier, but personally I think it's cheating to restrict yourself (and your friend) to a single category.

Finally, I've found I seldom go wrong in asking a clerk. They know and love books, and they take particular pride in being able to find exactly what you want, even when you're not sure yourself.

A thoughtfully-chosen book is a high compliment to any recipient. And don't forget to buy a couple for yourself; you deserve them.

L. L. Day

EDITOR-AT-LARGE

There are thousands of fine books in stores all over the country, including the 31 Doubleday Book Shops which specialize in personal service, handsome gift wrapping and a policy which allows you to exchange new books given to you by friends who aren't as good at book-choosing as you are.

Saturday Review

November 17, 1962

Cover: Photograph by Max Tharpe (Monkmeyer).

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The SATURDAY REVIEW published weekly by Saturday Review, Inc., 25 W. 45th Street, New York 36, N. Y. Chairman of the Board, J. R. Cominsky; President, Norman Cousins; Vice President and Treasurer, Nathan Cohn; Vice President and Secretary, W. D. Patterson; Advertising Director, Robert A. Burghardt; Promotion Manager, Seth Dennis; Circulation Director, Ray Goodman; Circulation Consultant, Bert Garmise; Assistant to the Publisher, Marion Urmy. Subscription $7 a year. Member Audit Bureau of Circulations. Vol. XLV, No. 46. November 17, 1962. Second-Class postage paid at New York, New York, and at additional mailing offices. Indexed in the "Reader's Guide to Periodical Literature."

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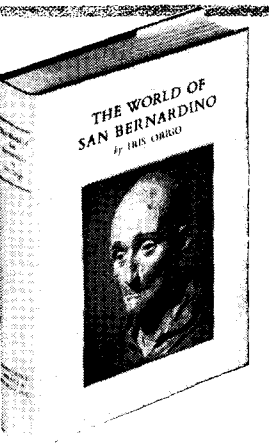

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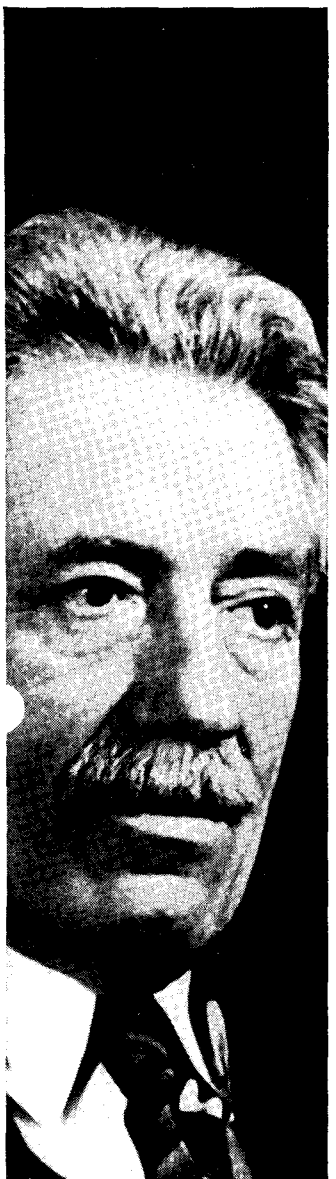

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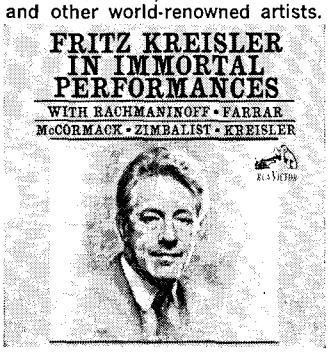
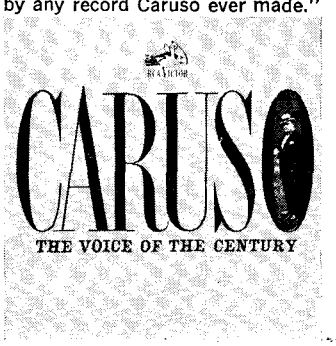


FLAGSTAD/MELCHIOR The happy coincidence of the careers of Kirsten Flagstad and Lauritz Melchior surely brought to reality Wagner's operatic dream. This collector's album presents the legendary duo at their glorious best as "Tristan and Isolde," "Lohengrin and Elsa." A fabulous gift to delight opera fans!

CARUSO For Christmas giving, this new RCA Victor Red Seal album is of unusual interest. Only 5 of the 13 selections have been previously available on L.P. The first number is a real plum: the **Improvviso** from "Andrea Chenier," said by leading authorities to be "unsurpassed by any record Caruso ever made."



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Teacher's Pests

Edited by Martin Levin

END OF A REVOLUTION

WHEN *you* think of the Industrial Revolution, chances are you think of the spinning jenny, James Watt, power looms, cotton gins, the Bessemer process, the introduction of machines, socio-economic upheaval, etc., but I don't. I think of Miss Walsh, standing in front of an unruly group of seventh-graders and weeping buckets of tears.

Three hours a week poor Miss Walsh stood there trying to interest us, her "Social Studies" class, in the Industrial Revolution, and we would have none of it. She was a tiny thing, a curly blonde with huge, pale blue eyes, and she wrote backhand. Every session she would go to the blackboard and write "Industrial Revolution" in letters tilting far to the left and the two capitals, "I" and "R," all but lying on their sides. (I have never studied graphology so I don't know what extremely backhanded handwriting means, but if it is a symptom of something dire and incurable, then Miss Walsh was approaching the terminal stages.)

Next she would begin asking questions about the lessons, which none of us had read. For a textbook we had a big blue volume by Harold S. Rugg—and I have now told you everything I remember about our textbook. Apparently we just weren't ready for Rugg. We were ready for love. The hormones had begun their dirty work. In class or out, we were all paired off, every boy with the girl who was his current crush. Homework for boys consisted of telephoning girls. Homework for girls consisted of experiments with lipstick, eyebrow tweezers, and bobby pins. The only revolution that interested us was the one each of us saw in the mirror. Changes were occurring; drastic changes, more revolutionary than anything ever analyzed by Mr. Rugg. Mr. Watt may have had steam power. He was welcome to it. We had magnetism, and the old opposite poles were attracting each other like mad. Who, of a morning, could take an interest in a spinning jenny when that night, at the dance in the gym, he could have his arm locked tightly around a whirling dorothy, or a pivoting lucille?

In the classroom we had boy-girl things to whisper about, mash notes to pass, and in retarded cases, in whom the Internal Revolution was still in early foment, a great deal of wiggling, spitwad firing, and other attention-getting devices to perform. Altogether, there was no time left for Mr. Bessemer and his process. Miss Walsh would clap her hands for order, then stamp her feet, then burst into tears. "Class!" she would wail between sobs. "Class, *please*!" It was no use.

At mid-term, a third of Miss Walsh's problem was solved. Through some fancy curriculum shuffling she managed to cut our formal classes to two a week. The third meeting, on Friday, was held in the Music Room, where there was a small stage with red velvet curtains. Mr. Rugg was forgotten on Fridays. Instead of the Industrial Revolution, we had a "program": one-act plays, songs, dances, skits, dramatic readings—mostly impromptu and all perfectly terrible. The audience, though, was wisely attentive; anything was better than the I.R. And Miss Walsh sat dry-eyed in the back of the room, correcting papers for her Shorthand class that met in the afternoons.

At the end of the school year, she announced her resignation from the faculty and, simultaneously, that she was soon to be married. The Social Studies class took up a collection and bought her a sugar and creamer, complete with tray. The day we presented it was the only time we all gave her our undivided attention. She took things slowly out of the gift box, set each piece lovingly on her desk, and read the card we had enclosed. It was a big, beautiful, twenty-cent card, and everyone in the class had signed it. Then she stood there for the rest of the hour and wept.

—HAYES B. JACOBS.

• • •

UNCLE HYMIE AND BEST-SELLERS

WRITING successful books has its humorous and rewarding aspects far beyond the royalties you receive. It establishes a relationship among friends and relatives that is *sui generis*. Or as a famous novelist more simply put it once: "Woe to the writer who has a brother who wants to write a book."

All relatives, of course, are not that ambitious. Take my Uncle Hymie, now in his seventy-third year. For over forty years, or as long as he has been reading English, Uncle Hymie only read the house organ of the International Ladies Garment Workers Union. He was an official of that organization before his retirement six years ago. He kept up with the news of the world in the Yiddish press, Uncle Hymie being among the last of that vanishing breed who were stalwarts of the Yiddish press, theatre, and literature.

But ever since I wrote "Only in America," Uncle Hymie reads with consuming interest the book review sections of the entire metropolitan press, including *Saturday Review*.

"How come," he asks me, "Dutton has run four ads on four successive Sundays and your publisher has only run one?" Uncle Hymie is now thoroughly conversant with the publishing trade jargon and with every publisher's spring and fall list. He regards each publisher as a personal threat to me, his nephew, and to him, my uncle. "I don't know why they gave Vance Packard such a good review," he will tell me, or "Read one Herman Wouk, you've read them all." His voice on these occasions sounds shaky, as though Vance Packard and Herman Wouk were pointing separate pistols at our joint heads.

And he watches those best-seller lists like a hawk. If a book of mine has a short stay on that list, Uncle Hymie acts as though I had offered him a mortal affront, as though I, personally, were the cause for his mortification! When I meet him he is diplomatic on the subject but the concern is there.

Nor is he above offering post-mortem advice. "I don't think you should have included that story about Southern politics," he says. "It hurt sales. It didn't do us any good."

Over and above these admonitions is Uncle Hymie's constant expectation and trepidation. He is worried about other publishers, other writers, all reviewers, and always the next book. "Tell me," says Uncle Hymie, "I see where Random House and Knopf have some fine nonfiction coming out; how do you think we'll do this year?"

—HARRY GOLDEN.

• • •

OOPS!

Correction: VROON! VREEN! VOWN! in the issue of October 20 was written by Axel Horn.

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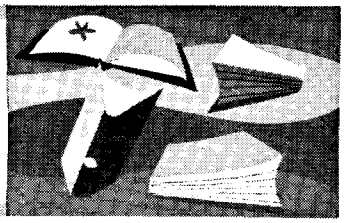
Trade Winds



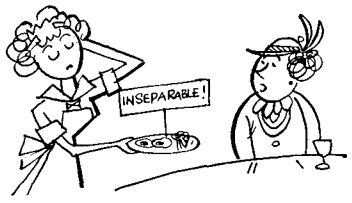
THERE'S A MARVELOUS review in a recent *Spectator* of "Brendan Behan's Island" (published in this country by Geis). In it Gerard Fay tells a story about a time when the Irish writer was staying in a most respectable part of the far West of London.

Behan went walking around the tree-lined, neatly hedged avenues on a warm morning and came across a parrot in its cage, put out to take the sun. "Pretty Polly," said Behan. "Come on now, you stupid bird, and say something. Let's hear you say ———."

But pretty Polly stayed mum and Behan rolled down and got on a train to Fleet Street. Having failed with the parrot, he tried the commuters. "Anybody here know the words of 'Kevin Barry'?" he asked, and began to sing that ballad. The commuters were more silent than the parrot. "Well, ——— you, then," cried Brendan. "If yez won't sing mebbe yez'll dance." He tried to lead the passengers in a jig. By the time he had reached South Kensington he had tried "The Wearing of the Green," "The Rose of Tralee," "Lanigan's Ball," and "The Manchester Martyrs, or The Smashing of the Van."

At Westminster most of the passengers left the coach, but one with rolled umbrella and hairy Coke hat pressed a shilling into Behan's hand and said, "Thank you for the entertainment, sir."

Cried Behan, "Well, that's the ——— English for you. You can enjoy yourself to your heart's content as long as you don't expect them to join in."



I ENJOYED READING "The American Invasion" (Crown), in which the author, an Englishman named Francis Williams, objects in a rather good-natured but sharp and censorious way to the American influence on his country. One custom he doesn't like, which is spreading to Britain, is the system of ordering food in our restaurants. He says that once he and his wife were in a Chicago restaurant and she ordered one lamb chop, instead of the two the menu offered.

"And what," the waitress asked Mrs. Williams, "do you think we're going to do with the other chop? It says two chops, doesn't it?"

On another occasion, in New York, the Englishwoman tried to obtain one poached egg. "Madam," said the waiter, "what we have is two poached eggs, ham and French fries on the side. You want one poached egg and no French fries and you'll have to wait."

OTHER NEWS Inside and Outside Book Covers: Cornelius J. Ryan of "The Longest Day" is in Berlin working on his next project, the story of the last days of that city in World War II.

Everybody should read "Ivan the Terrible" (Hill & Wang), by Jules Koslow. It's the story of the bloody sixteenth-century Czar, but it is more revealing about today's Russia and its people than a lot of current reports. Ivan was terrible, all right, but his brutality, violence, and disregard for human life were only a reflection of the national attitudes then. The country went into mourning on his death. I am sure that this book reveals something that most of us find missing in our knowledge of that enigmatic nation.

Ray Bradbury, our foremost science fiction author, won't get into an airplane nor will he drive a car.

(Stick with TRADE WINDS and be in the know.—Adv.)

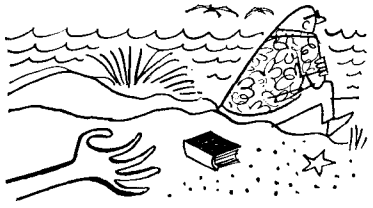
Robert Ardrey's "African Genesis" (Atheneum) is a remarkable and exciting book to read. But one of the most surprising discoveries I made was that Maurice Maeterlinck's "The Life of the White Ant" was plagiarism. Some fifty years ago Eugene Marais, a South African, wrote "The Soul of the White Ant" in Afrikaans. Maeterlinck's native tongue was Flemish, similar to Afrikaans; he apparently swiped the idea, writing his own book on the same theory of termite life, copying pages and terminology. Marais sued the Nobel Prize-winner, but didn't have the means to press it.

SOME WORDS in our language are to be avoided because even if you pronounce them correctly someone is apt to say something. "Incognito," for example. Not long ago, I heard Irving Stone, an erudite fellow, mispronounce "machination" on the radio. As for me, I always skip that one because, like "kilometer," if you say it properly, someone raises an eyebrow. Then they get sore on finding you're right.

Listening intently to the spoken word during our recent perilous times. I was constantly surprised. Walter Pidgeon for instance, made the usual error "hospitable." Chet Huntley came up with a "Weymouth, Massachusetts" that no New Englander would recognize. He called it Y-mouth.

I won't mention any names, but a certain Pulitzer Prize-winner who is the President of a certain country pronounced "clandestine" two different ways in the same speech. Our ambassador to the United Nations got it right when he used it, but then backslid with a "self-aggrandizement" which he accented one syllable further along than he should have.

But this only goes to show that all of us are humane beans, as the student wrote. I heard veteran commentator Alfred McCann say that all parents in a community "should have the same identical regulations" for their children. Then Stan Lomax topped it off by listing the rules for safe driving, one of which was: "Keep your car firmly in contact with the road." It was a rough week.



SHARPS AND FLATS: New Hope for the Future: Gene Shalit reports that a copy of Edith Wharton's "The Custom of the Country" was stolen from him on Martha's Vineyard recently.

►Lawrence Durrell's "Dark Labyrinth" is to be found in the mystery book section of a branch library in Syracuse.

►Clifford Hall asked for "O Ye Jigs and Juleps" in Littleton, New Hampshire, and the bookstore said they do not stock bartender books.

—JEROME BEATTY, JR.

SOLUTION OF LAST WEEK'S KINGSLEY DOUBLE-CROSTIC (No. 1493)

LEO ROSTEN:
CAPTAIN NEWMAN, M.D.

Nothing in nature is half so strange as man's unconscious. I sometimes think there is a dimension beyond the four of experience and Einstein: insight, that fifth dimension which promises to liberate us from bondage to the long, imperfect past.

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Chess Corner—No. 77

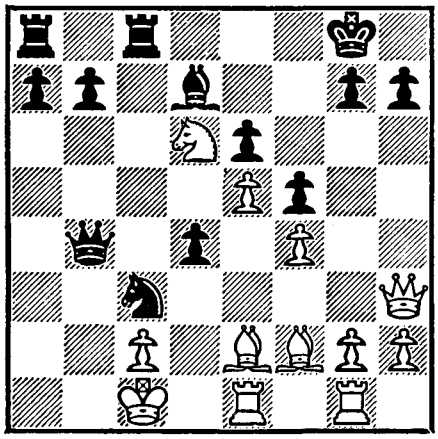
AT THE Candidates' Tournament in Curaçao, which resulted in a story for Tigran Petrosian of the Soviet Union, there was no rivalry as intense as the special "wheels within wheels" competition staged in the four games between America's "fair-haired boy," Bobby Fischer, and the United States dark horse, Pal Benko.

In the game below, Benko, Black, storms up with a severe attack against the White King. Not satisfied with a draw by perpetual check—and well he might not be, for he missed the powerful 26 . . . B-R5—he tries for more. But he overlooks a counterattack by Fischer. Fischer turns the "lost" game into an unexpected win with a Queen sacrifice.

The game is a clear demonstration of the sudden shifts of fortune that can —and often do—occur when a player in a seemingly insecure position continues to search for his chance to outwit the inevitable.

FRENCH DEFENSE

	Bobby Fischer White	Pal Benko Black		
1.	P-K4	P-K3	12 N-N5	Q-N3
2.	P-Q4	P-Q4	13 O-O-O	B-Q2
3	N-QB3	N-KB3	14 N-Q6	N-R5
4	P-K5	KN-Q2	15 B-N5	N-Q5
5	P-B4	P-QB4	16 B-K3	N-K7ch
6	PxP	BxP	17 BxN	QxPch
7	Q-N4	O-O	18 K-Q2	Q-N5ch
8	B-Q3	P-B4	19 K-B1	N-B6
9	Q-R3	BxN	20 QR-K1	NxPch
10	RxB	N-B4	21 K-Q1	N-B6ch
11	B-Q2	N-B3	22 K-B1	P-Q5
		23 B-B2	KR-B1	



24	B-Q3	N-R7ch	28 K-Q2	P-KR3
25	K-Q1	N-B6ch	29 P-N4	PxP
26	K-B1	R-B4	30 RxP	K-R1
27	Q-R4	R-R4	31 QxPch!	Resigns

—AL HOROWITZ.

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WHY DO GREAT WARS BEGIN?

That's a newsy title, and it's in the latest issue of HORIZON. But we wouldn't want you to think of this magazine as "timely." Quite the contrary. (It comes in hard covers because what's inside is worth keeping.)

In "Why Do Great Wars Begin?", H. R. Trevor-Roper, Regius Professor of Modern History at Oxford, steps back from the news of Cuba and Berlin to do some historical dissection on the Thirty Years' War, and on a couple of others of more recent memory. He comes up with a few sane and disturbing answers to why wars start. And you'll come out of the article with something that's handy to have when you read war-scare headlines. Perspective.

There's a lot of that in every issue, because HORIZON wanders widely, up and down the route of man's long cultural adventure. The trip can often be very beautiful. See, for example, the eight full-color plates of Rouault's *Passion*, never in print before. Sometimes HORIZON is exotic. See what turned up recently in a jewel-spangled 3000-year-old grave on the edge of the Caspian Sea. Always it's informative, on everything from modern church architecture to Sotheby's in London, as their auctioneers hammer out a $30,000,000-a-year business.

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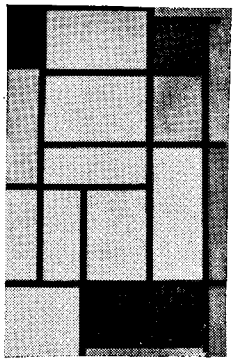

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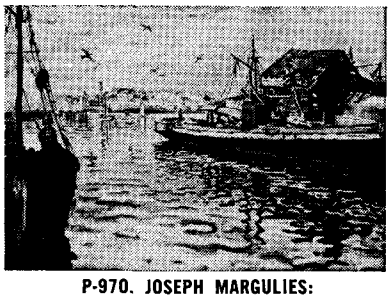

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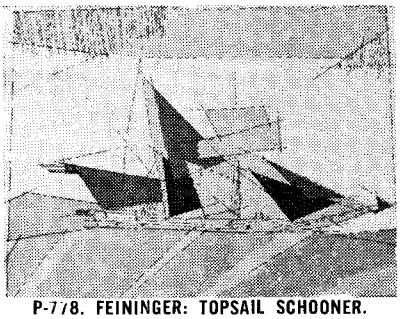

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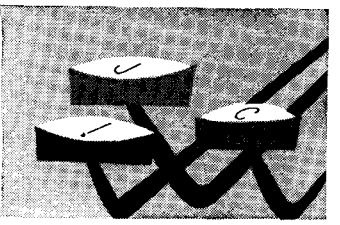
Manner of Speaking



BRINGING DOWN THE ODDS: The story as I have it is hearsay and I have no way of verifying it. It may not be true. But true or not, its point remains to confirm or to terrify all of us who scuttle through the turnstiles of the calendar into who-knows-what electric-eyed future.

Some of the boys in Norbert Wiener's cybernetics lab at the Massachusetts Institute of Technology—so the story goes—got playful and assembled an electronic gizmo that played tick-tack-toe (spelling courtesy of "Webster's New World Dictionary," which also offers the variant "tit-tat-toe"). In what I take to be the nature of things to come, the gizmo ("a gizmo" is of course a "whatsis," neither of which is listed in the "NWD") turned out to be unbeatable. "Computer-wise," as my man said in engineer-English, "the job was duck soup."

I live on a checking account that balances only by the introduction of such variables as "We pay bank" and "Bank pays us." Let no man trust my mathematical rendering. I gathered, however, that the gizmo made no mistakes. It could, therefore, be played to a draw. But let its human opponent make any mistake and the machine would win.

The problem there, of course, is that even the least fallible of human beings will tire. And also that human beings tire most readily, as we all know, by not having a chance to win.

For all of us and our machine-lashed psyches, therefore, let me salute the unknown and perhaps legendary hero of this story—an engineer who, either whimsically or moved by an impulse as deep as the will to survive, attached to the gizmo a lever for bringing down the odds. When the human player has been sufficiently affronted by the gizmo's calm 100 per cent efficiency, he can pull the lever toward him and reduce the gizmotic grasp of the situation to 98 per cent or to 95 per cent or to whatever mechanical I.Q. level, right down to idiocy, will give the human player a chance.

As far as I know, that lever has not been christened. My man called it, if my memory serves, an impedance. If I understood him, it was some sort of rheostat-but-not-exactly-that, and its function was to introduce random "blips." And "blips," as I do or do not understand, are electrical impulses containing bits of information or directions to which the machine is supposed to respond.

Random blips, as I gather through my dark glasses, throw irrelevancies in with relevancies and confuse the gizmo by leaving it to decide which is which—a condition so close to the constant state of mankind that, in the absence of prior claim by the engineers, I hasten to dub our hero's device The Humanizing Lever. For bringing fire to mankind, Prometheus was doomed to eternal surgery of the liver by a hungry eagle. May our hero, for bringing humanity to the machine, be visited by nothing but vegetarian and singing birds. And may no engineer in all of time lose sight of that lever, of its powers and its possibility of eternal hope, as he designs the boxes and the blinking eyes that seem ready to entrap all our fallible future in their calculating but incalculable perfection.

PAST, PRESENT, AND FUTURE: Speaking of man's eternal squinting into the crystal ball brings me to a quotation from Macaulay's "Democracy and Progress" that has long sat in my files, and that has long since become detached from the letter bearing the name of the *SR* reader who sent it to me. My apologies to him with my thanks. Macaulay wrote in 1830:

The present moment is one of great distress. But how small will that distress appear when we think over the history of the last forty years; a war, compared with which all other wars sink into insignificance; taxation, such as the most heavily taxed people of former times could not have conceived; a debt larger than all the public debts that ever existed in the world added together; the food of the people studiously rendered dear; the currency imprudently debased, and imprudently restored. Yet is the country poorer than in 1790? We fully believe that in spite of all the misgovernment of her rulers, she has been almost constantly becoming richer and richer. . . .

If we were to prophesy that in the year 1930 a population of fifty millions, better fed, clad, and lodged than the English of our time, will cover these islands. . . . that machines constructed on principles yet undiscovered will be in every house, that there will be no highways but railroads, no traveling but by steam, that our debt, vast as it seems to us, will appear to our great-grandchildren a trifling encumberance, which might easily be paid off in a year or two, many people would think us insane. We prophesy nothing: but this we say: if any person had told the Parliament which met in perplexity and terror after the crash in 1790 that in 1830 the wealth of Europe would surpass all their wildest dreams, . . . that men would be in the habit of sailing without wind, and would be beginning to ride without horses, our ancestors would have given as much credit to the prediction as they gave to Gulliver's Travels. Yet the prediction would have been true. . . . We cannot absolutely prove that those are in error who tell us that society has reached a turning point, that we have seen our best days. But so said all who came before us, and with just as much apparent reason. . . . On what principle is it that, when we see nothing but improvement behind us, we are to expect nothing but deterioration before us?

With Macaulay I "cannot absolutely prove that those are in error who tell us society has reached a turning point." I am, in fact, afraid they are right. And I am left with the rueful thought that what would have seemed such foresight as only genius could soar to, had one read Macaulay's words as late as 1930, or even 1940, seems darkly to one side of the question in 1962. There seem to be too many reasons for foreseeing nothing but deterioration ahead. Nor, nowadays, is reason itself a window into hope. I am left with my shy hope for that Humanizing Lever, and with the dream that somehow some machine "constructed on principles yet undiscovered" will build that lever into the Eternal Gizmo. —JOHN CIARDI.

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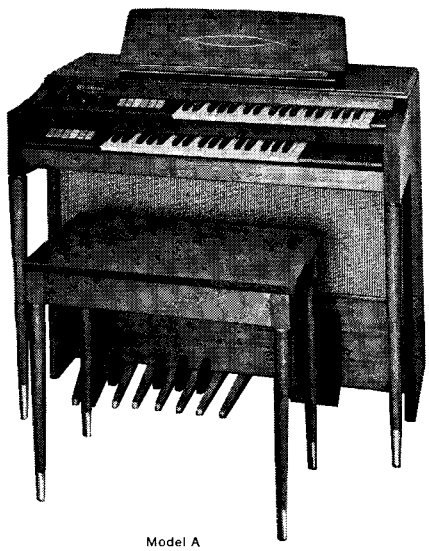

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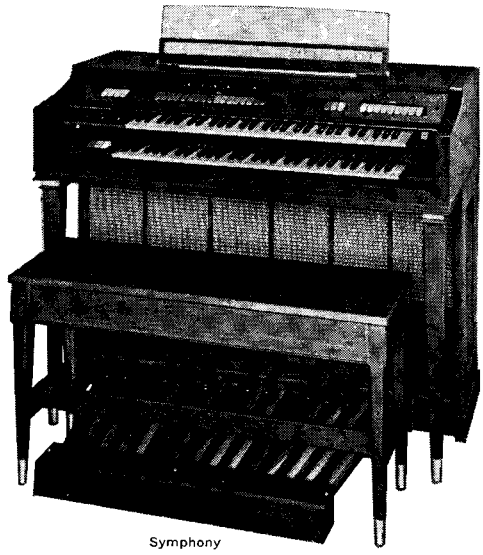

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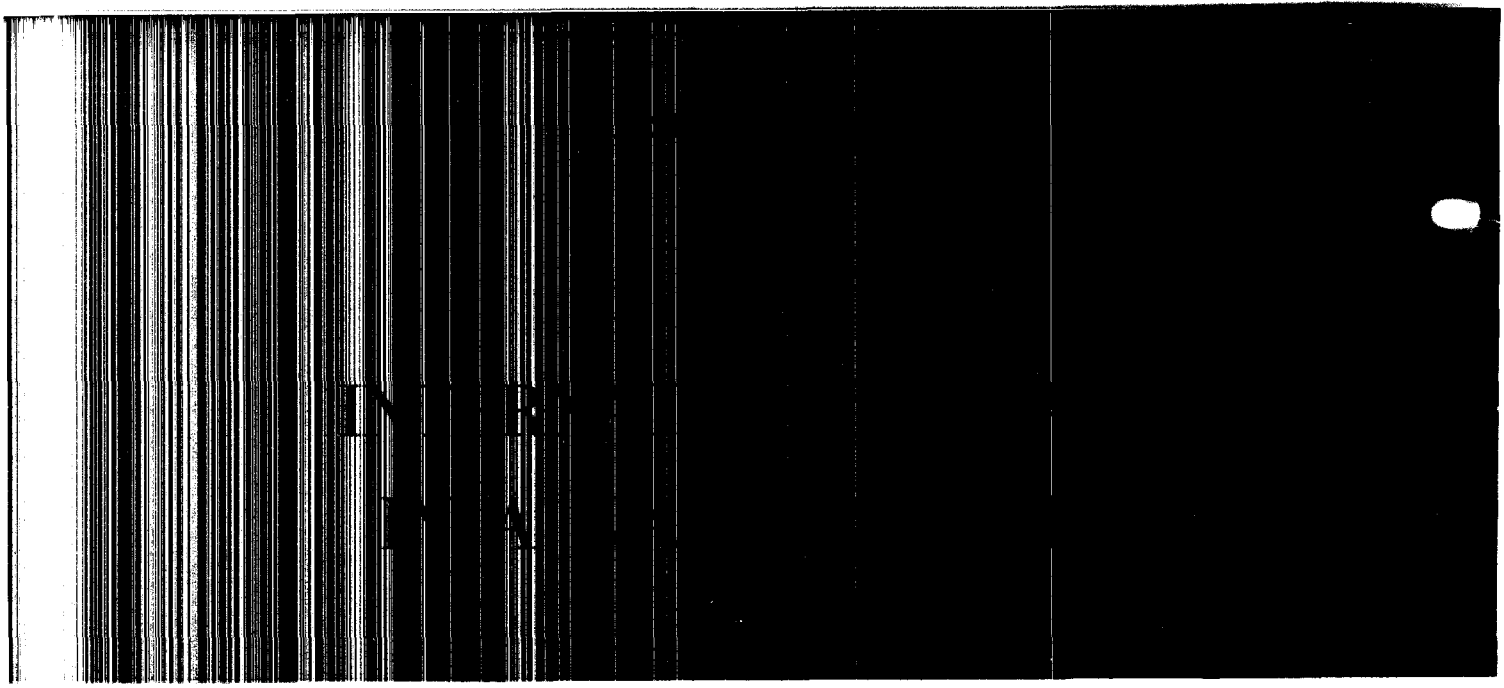

By ARTHUR LARSON

WHEN it is said that solving the problem of peaceful change is an absolute condition precedent to achieving a warless world, what kind of change is meant? The task becomes clearer if we identify three main kinds of change: internal political change and revolution; change in international political relations; and change in the economic, social, educational, technical, and living standards of the poorer nations in relation to the wealthier nations.

Internal change and revolution in a warless world were the principal concerns of the recent paper by Walter Millis. His conclusion was that any international organization and armed force could not and should not go far in attempting to control the residual violence that will continue to play a part in readjusting human rights within countries, particularly in the less organized areas. Indeed, no other conclusion is possible if we are to retain the cardinal principle of international relations, which is noninterference in the purely internal affairs of other countries. The proper role of the international community in a disarmed world under law would be, first, to see that outsiders did not foment or assist internal revolution and, second, to intervene with police or other necessary action whenever an apparently internal conflict threatened international peace. There is already ample precedent for this principle, since it was precisely these two functions that the United Nations undertook in the Congo.

When we turn to international as distinguished from internal change, the question whether change can be reconciled with warlessness is presented in its starkest form. As one confronts this assignment, one has moments in which even to make the attempt seems to betray an arrogance bordering on the supernatural. We place two facts side by side. The first fact is that the world is passing through an era of upheaval, revolution, and volcanic ferment without historic parallel. Hundreds of millions of people whose societies have been static for centuries are lurching into the twentieth century, and wholesale revisions of political and economic relationships are occurring around the globe. Militant nationalism, aggressive Communism, fanatical regionalism, explosive racialism, and emotional anti-colonialism are in full play all round us, demanding quick and drastic change. We superimpose on this seething situation the second fact, which is that throughout human history war has always been the ultimate arbiter and vehicle of change. How then can anyone —at this time of all times—seriously talk of removing war completely from the human scene? For removed completely it must be, so far as international disputes are concerned. We do not here have open to us the option—as in the case of internal conflict—of tolerating a moderate amount of war. Even a small international war under disarmament conditions would be intolerable, because of the well-known proclivity of small wars to grow into big wars.

The reason we must make the attempt is clear and unanswerable: we have no choice. Extrapolation of the present directions taken by the great powers (again consulting history as a guide) leads inexorably to disaster of dimensions that are incomprehensible.

Before we despair too quickly in the presence of this problem of change without war, let us look at a change of somewhat comparable magnitude that was indeed achieved without the equivalent of war. This is the change which the politically and economically downtrodden masses of working peop. achieved during the past century or so in England, the United States, and much of Western Europe. Karl Marx and many others looked about at the wretched mill and mine workers—some of whom hardly ever saw daylight because they entered the pit before dawn and emerged after dark—and concluded that nothing short of bloody revolution would suffice to accomplish the tremendous change that would give these workers their full rights as human beings. However, the workers in these countries in the hundred years that followed did not resort to large-scale revolutionary violence and did in fact achieve a revolutionary change in their economic and political status.

Always recognizing the limitations of any such domestic-international analogy, one may still profitably begin by asking the question: how was this revolutionary change achieved without class war?

There is no single answer. A number of forces were simultaneously at work, and the significant fact for present purposes is that these forces have striking counterparts on the present international scene.

The first thing to note is that, while this change was brought about without large-scale organized violence, it was not brought about without pressure. We may as well face one fact at the

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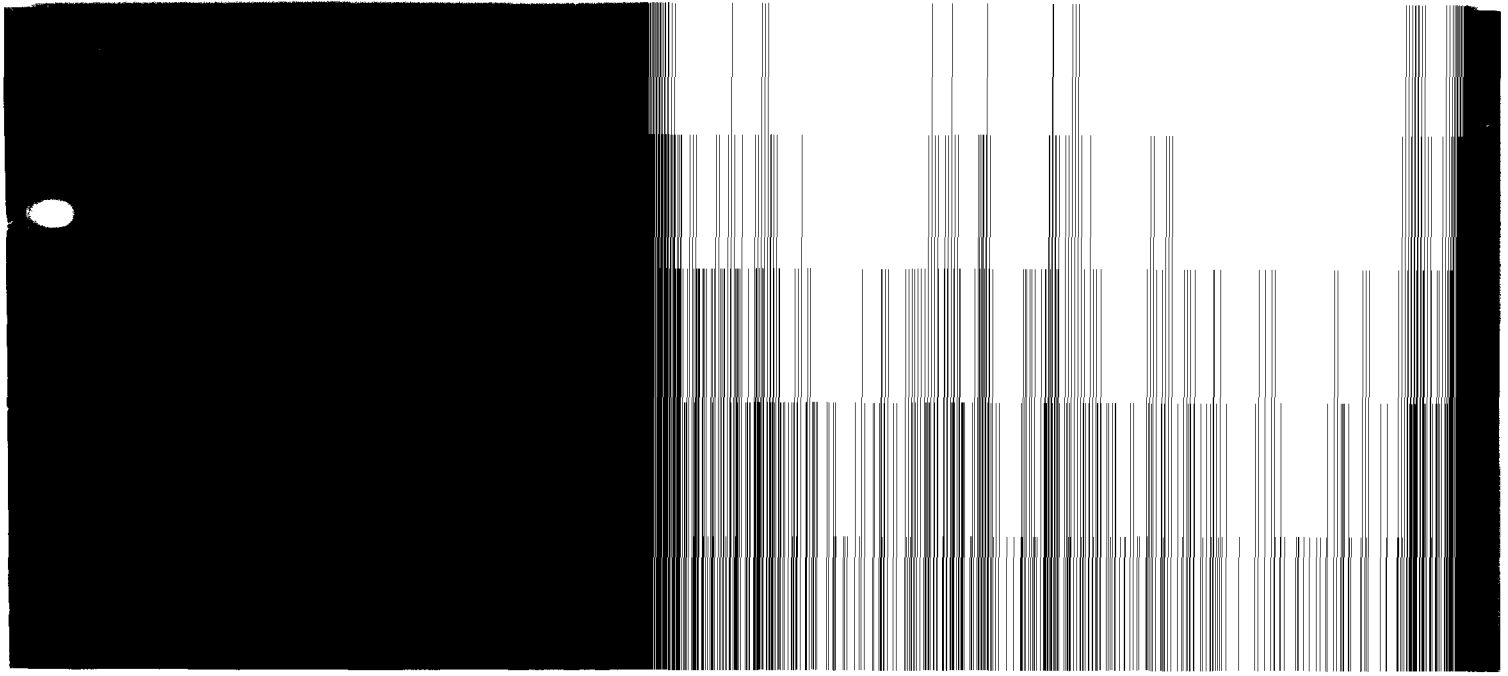

outset: We are not trying to get rid of struggle in human or international relationships; the problem is to keep inevitable struggle from taking the form of organized war. One key to our problem is this question: Are there available forms of pressure for achieving change that are at the same time nonviolent and yet sufficiently effective to make ultimate resort to organized violence unnecessary?

Of course there was some violence in the story of labor. There were shootings, killings, and beatings in connection with some of the more bitter strikes, but these must by any fair test be regarded as only marginal to the main pressures that brought about the change. Central to this nonviolent pressure was the organization of strong unions. In their hands, the right to strike, boycott, picket, and bargain collectively became a formidable economic weapon.

A ROUGH counterpart to these pressures exercised by workingmen is the strength possessed by the newer and poorer countries because of the competition of the great powers for their support and friendship. There are many reasons for this competition—economic, strategic, and political. Whatever its source, this ability of the smaller countries to apply pressure by the granting or withholding of their favor is as much a lever for peaceful change as the strike and boycott. Indeed, as the newer countries continue to learn to use this power collectively—as workingmen did—its impact will markedly increase.

The other principal nonviolent pressure is that of political power in a form that can be tangibly expressed. In the story of the amelioration of workers' rights, this took the form of obtaining full voting rights without restrictions based on property ownership.

The counterpart to this kind of nonviolent pressure on the international scale is the one-nation one-vote principle in the United Nations General Assembly. This principle has frequently been criticized because of the apparent illogic of conferring the same voting power on a tiny new nation in Africa as on the United States or France. There was a time when similar arguments were heard about the illogic of giving the same vote to a propertyless laborer as to a highly educated man of affairs. In any event, the one-nation one-vote principle is firmly established in the General Assembly, and the General Assembly is increasingly taking actions of major importance, such as the authorization of the United Nations force in the Middle East and the resolution pursuant to which the invasion of Suez was stopped. This voting power in itself is a substantial source of pressure which the smaller and poorer nations are finding quite effective in gaining change without physical violence.

These enhanced strengths of workers—and of small new nations—might not be an adequate substitute for force if, from the other side, there had been encountered an implacable hostility to change which in its turn was prepared to use force. But paralleling this increase in strength was a change in the attitudes and policies of employers, a factor entirely left out of account in Marx's calculations. The phrase most often used to describe this new attitude was "enlightened self-interest." The employer gradually discovered that he prospered more under an economy of high wages, high purchasing power, universal education, and worker security. The classical capitalist, like the classical colonialist, may perhaps have thought that the greatest prosperity lay in wringing out of the worker or the colony as much selfish gain as possible—although these classical types may have been less prevalent than they have been pictured. Now the enlightened industrial country begins to realize that an independent and prospering small nation which becomes a good customer is a greater source of prosperity than the same area in the form of a colony.

The most important change in economic thought contributing to this possibility of peaceful change was the discovery that the way to raise everyone's standard of living was to achieve greater production for all to share. Marx, like most economists prior to John Stuart Mill, was obsessed with the matter of distribution. To him the economic problem seemed to be one of dealing with a fixed supply of wealth, which must be taken away from one class and given to another. Abraham Lincoln, at about the same time, adumbrated the modern theory when he said:

> Let not him who is houseless pull down the house of another, but let him labor diligently and build one for himself.

This simple concept—that everyone comes out ahead when there are two houses where only one existed before—has now been enthusiastically taken over by the Soviet Union, which, in disregard of Marxian economics, concentrates its energies in an almost frantic

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preoccupation with increase in production, accompanied by challenges to the rest of the world to engage in production races.

The inevitable concomitant of emphasis on productivity, on the international as well as on the internal economic front, is that, in the self-interest of the more industrialized countries, markets must be built up through the bolstering of the prosperity and purchasing power of the poor ones.

In addition, just as enlightened employers and societies translated their new concept of self-interest into concrete programs, such as social insurance, free public education, and wage-and-hour legislation, so the wealthier countries now can forestall the temptation to violence by anticipating and actively helping to provide for the acute needs of the poorer countries, through stabilization of commodity prices and markets, and economic, educational, and technical aid.

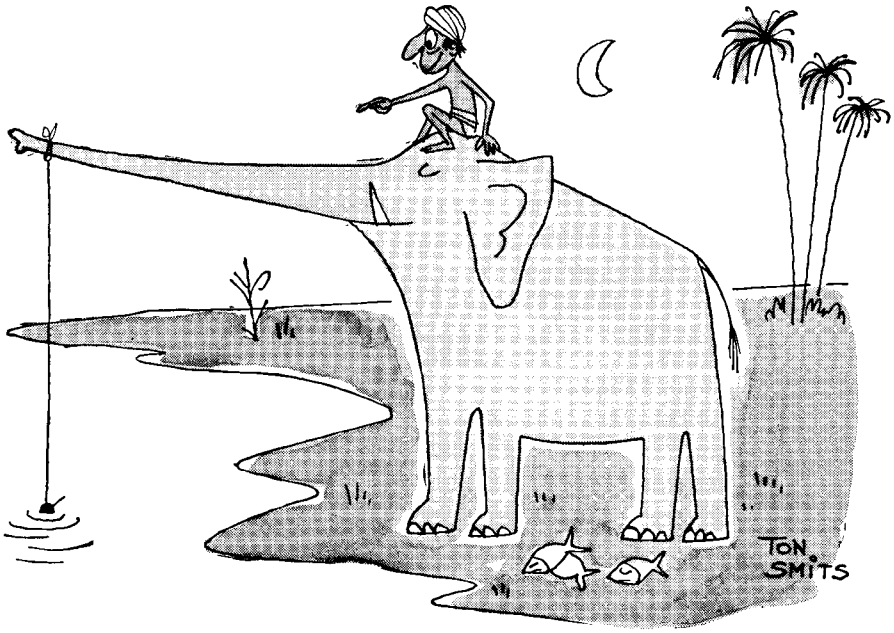
In addition, quite apart from self-interest, one can without sentimentality and with perfect accuracy say that there have been many individuals and many countries that have been motivated to contribute to improving the lot of less fortunate people by ethical, humanitarian, and religious considerations that are seldom spoken of for fear of inviting the ridicule of the cynical. This element cannot be measured in international conduct, any more than one could measure the relative contribution of conscience in the changed policies of employers over the past century; yet it is unquestionably a real factor in such epoch-making vehicles of change as the voluntary liquidation of the British Empire and the American program of economic and technical aid.

One cannot leave discussion of the parallel between achieving change in workers' rights and in nations' rights without pointing out, for what it is worth, that in countries such as Russia and France, where a revolution was necessary to improve workers' rights, violence also attended the efforts to achieve change in Hungary, Indochina, and Algeria. By contrast, in England, where peaceful change in workers' rights was successfully accomplished, change in the status of colonies was also achieved for the most part peacefully.

IT MAY be suggested, then, that when increased nonviolent pressures for change became increasingly available to those most ardently seeking change, and when those in a position to facilitate the change became increasingly imbued with the good sense and good will needed to impel them to help rather than resist change in the mutual interest, the prospect of achieving international change in a warless world begins to come within the bounds of reality.

Fundamental to the whole concept of peaceful change, whether internal or international, is the principle that real change can effectively take place only within a framework of law. At first glance, there may seem to be a paradox in this statement. Certainly one has often heard representatives of the newer countries explain their coolness toward the rule of law in international affairs with the statement: "The law preserves the status quo; we want change." The tragic fallacy in this attitude toward law is the notion that true change comes about by changing laws. The historical fact is that most important change is achieved when there is a reliable environment of law. By contrast, when there is no such reliable environment of law, stagnation almost invariably sets in, and the result is not change but actual regression. Contrast, for example, the breathtaking changes in the era of Roman commercial law, the mercantile period, or the modern period of Western Europe and America, with the deadly economic paralysis that characterized much of the Middle Ages. If a trader can make a contract in Bergen, Norway, knowing that it will be honored in Genoa, quite a different kind of world develops than one in which a binding contract could not be made even with the person living on the next manor. So, before anyone says, "The law preserves the status quo; I want change," let him remember that *one rule of law, the rule that agreements must be kept, has caused more change in the world than all the governmental appropriations and expropriations of history.*

The impatience of the newer countries to achieve change at a forced-draft pace is understandable and must be reckoned with; but fortunately most of them are gradually learning this lesson. If a new country insists that it prefers the short-term policy of disregarding legal rights in order to have the elbow room to expropriate foreign investments and industries, it may at first think that it is thereby promoting change in the most effective way. In most cases, however, the value of the expropriated industry is trivial compared with the value of private investment that would pour into that country over a long period of years if reasonable assurance of safety were provided by a stable legal framework. We are now witnessing in country after country the "morning after," with new countries looking at their expropriated tea plantations, refineries, and factories, run down and floundering for lack of necessary skills, capital, markets, and experience—and with disillusionment taking the place of the high hopes for a quickly transformed economy. A *New Yorker* cartoon summed up the situation when it showed one bearded character glumly saying to another, as they sit in an office in a converted palace: "Remember the good old days when there was still something to expropriate?" A factory can be expropriated; economic development cannot. Reserving the right to kick holes at will in the law brings less real change than occurs when the mighty drives of economic interest come into full play because of an orderly legal environment.



Certainly the changing of laws may play a part in the over-all achievement

(*Continued on page* 49)

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Lingua California Spoken Here

By WILLIAM FADIMAN

IT HAS been well established that the technical jargon of an industry or profession frequently attains sufficient currency and respectability to be integrated into our everyday language. Lexicographers accept the inevitable, and the lingo and cant of some enterprises are ultimately, if sometimes reluctantly, admitted to the formal haven of the dictionary. But on occasion an individual business vocabulary forms a pattern that never becomes a part of this language accretion process. It remains essentially isolated and aloof, an outlander's speech. Thus an entire system of communication may come into being which only makes sense to its practitioners, the members of the in-group. It is this private, highly personalized mode of verbal and written intercourse that characterizes the innovative idiom of Hollywood.

The entertainment industry is exceptionally prolific and imaginative in its invention of new words and the transformation of old ones, yet its coinages have never entered fully into contemporary speech. Its flourishing collection of odd phrases, strange condensations, curious abbreviations, and esoteric verbal symbols is relatively unknown to the public. For an uninitiated citizen to try to fathom Hollywood argot or the language of the film trade paper *Variety* is to come unexpectedly upon the Tower of Babel. The exuberance, buoyancy, and sheer playfulness of show business talk would seem to make it simple to comprehend, but it continues to defy understanding even by the most sophisticated outsiders. Indeed, Hollywood as a whole has hardly been honored for its mastery of language, either oral or written. It is more celebrated for its Mrs. Malaprops (male and female) than for any stray Demosthenes or Cicero it may have in its midst. But, not withstanding this alleged cultural inadequacy, it has given birth to more colorful phrases and neologisms than any other segment of our population unless it be the underworld.

The examples applicable to a particular craft within the film industry itself are diverting and uncommon, but their use is strictly limited to technicians. The domain of the electrician, or "juicer," has its own peculiar vocabulary in which lighting experts are called "gaffers" and installations are made by "riggers" with the aid of assistants dubbed "carbon monkeys." These, however, do not infiltrate normal conversation. This is equally true of their glittering world of lights, in which the largest and the smallest lamps are known respectively as "ash cans" and "inky dinks," a miniature spotlight is a "baby," a diffusion light is a "goon," and still other specific light sources are referred to as "crackerboxes," "friers," and "dishpans." The sound specialists have still another vernacular containing a series of onomatopoetic words identifying imperfections in a sound recording as "bloops," "gargles," and "wow-wows." Unexpected sound defects are styled "gremlins" or "termites," and an uninvited echo is hailed as a "polly."

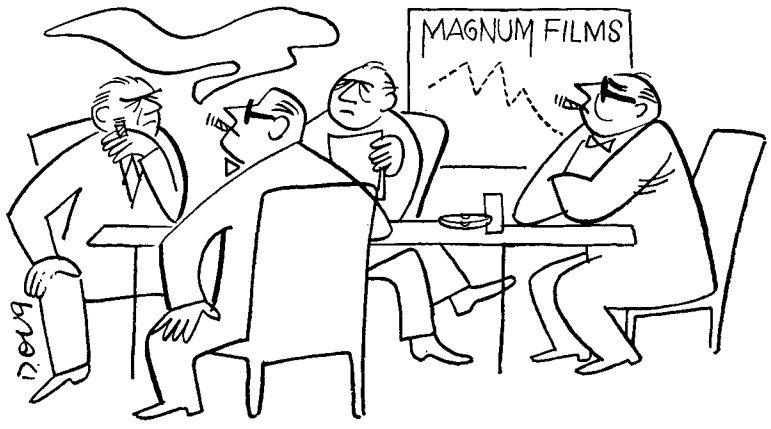
"A Chirper Bleating."

"A Flack Tub-Thumping."

I pass hurriedly and almost disdainfully over the array of contractions and compressions employed in Hollywood, for these reveal nothing of the dynamism or the pyrotechnics of which show people are capable. Such truncated trivia as "sked" for schedule, "subsid" for subsidiary, "admish" for admission, "spec" for spectacle, "niterie" for night club, "celeb" for celebrity, or "sesh" for session denote nothing but lip laziness. They exist solely by omission of syllables or letters, instances of what grammarians call syllabic syncope. They have neither vitality nor novelty. Nor are they invariably indigenous to Hollywood; they demonstrate little but the same slovenliness of speech found with alarming frequency throughout America.

It is the more generic words of show business parlance, those not confined to any one trade or profession, those that reflect ingenuity rather than sloth, that are more revelatory of the bizarre, creative diction of film workers. It is in this realm of colloquialisms, nomenclature, epithets, nicknames, and idioms that Hollywood demonstrates its striking penchant for authentic style and eloquence.

No Hollywood film that has achieved a wide audience is greeted with the drab encomium of being called a hit or a success. It is either a "wow" or a



"Making the Scene."

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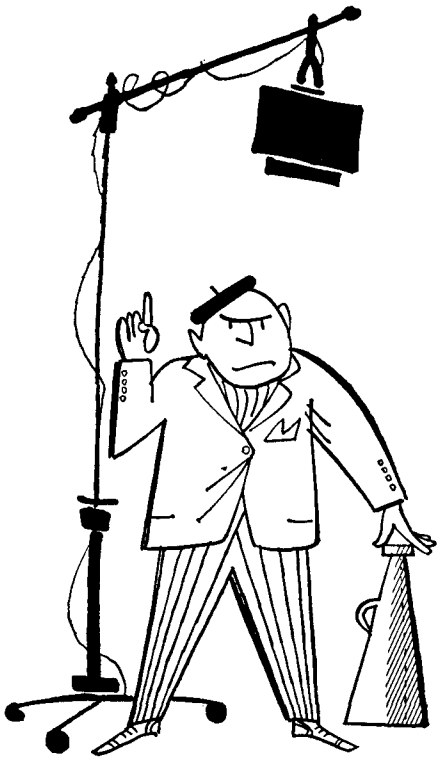

"A Sheepherder and a Baby."

"wham" or a "sock" or a "boff" or a "blitz" or a "sizzler" or a "whammo." It may also be deemed "snappy" or "torrid" or "blooming" or "hotsy" or "tall" or "brisk" or "whopping" or "lusty" or "fancy" or "red hot" or "happy" or "rosy" or "lush," surely a series of sounds that sing their song of triumph more effectively than the lusterless locutions of ordinary acclaim. Should you find this gleaming cavalcade of words inadequate or limiting in any way, a picture that thrives at the box office may also be pronounced "sturdy" or "hefty" or "lively" or "trim" or "stout" or "frisky" or "hardy" or "handsome" or "happy" or "zingy." It may likewise be regarded as "mighty" or "busy" or "sweet" or "lofty" or "slick" or "potent" or "bustling" or "loud" or "soaring" or "crisp" or "bountiful."

Nor is Hollywood any less fecund in describing those films that attain only a modicum of public approval. These are reported as being "modest" or "sad" or "slim" or "tame" or "pale" or "NSG." If they are out-and-out failures it is obvious that they are "nixed" and will have to "exit" or be "bumped" or "folded" or "shuttered" or "pulled" or "shrouded" or "yanked" or do an "el foldo."

It is in the literary sphere of its activities that Hollywood manifests—as indeed it should—an even greater verve and flair. A scenarist does not write a screenplay; he "pens" it. But the composition of a story outline does not bear this distinction; it is invariably "knocked out." Any screenplay that lacks the sheen provided by brilliant dialogue is patently in need of a "dull polish." If, on the other hand, its sophistication and subtlety give rise to a fear that it may not appeal to a mass audience, it is advisable to "dumb it up a little." The inevitable resolution of a carefully posited series of events is succinctly termed the "pay-off." The hero and heroine who quarrel constantly during a film, only to embrace each other lovingly at the finale, are indulging in a fighting romance. No Hollywood writer would consider his screenplay complete unless he included a dramatic device to lend it novelty, a device known as a "gimmick." And this gimmick is especially valuable to strengthen, or "hypo," the central dramatic element, or the "weenie." Should a story seem overcrowded with characters, the process of depopulation is referred to as the "write-out." A narrative concept is not considered or reflected upon or thought about; it is "attacked." Certainly it is never discussed; it is "kicked around."

In areas distinct from writing there are also ingenious and fascinating expressions. A publicity representative carries on his duties as a "flack" or a "tub thumper." Nor, in pursuit of his profession, does he praise a picture; he either "trouts" it or he "puffs" it or he "plugs" it or he gives it "the pitch." The story analysts who read advance proofs of books for film purposes are "galley slaves." Specialists in a field of knowledge do not advise or counsel; they "expert." A deal is "firmed," not closed, and the subsequent contract is a "pact" which is "inked" rather than signed. An option is not exercised; it is "hoisted." A film does not open in a theatre; it either "bows" or "preems," depending upon its commercial importance. Nor does it play for a week; instead it holds for a "stanza" or a "frame." The director does not direct nor the producer produce; they both "helm" or "rein." An assistant director in charge of extras is a "sheepherder" and no performer ever acts; he "thesps" or "emotes." A pretty girl with an abundance of sex appeal is either a "tidy unit" or a "cobra."

This largesse in language reaches new heights when a singer emerges as a "chirper" or "thrush" who "pipes" or "bleats" and "shellacs" or "waxes" a platter when she makes a recording. Much more than incidentally, if the record is a success she enjoys a "disclick." A drive-in theatre is transformed into an "ozoner" by Hollywood's word magic. A conference is a "huddle," and when you participate in it you "make the scene." Any idea is necessarily a "wrinkle." Anything gratuitous is automatically "cuffo." A performer is not hired but "lassoed." A dance is a "strut," and every laugh is a "yock." Here is a land where an actor who works simultaneously in two pictur is a "bicycler." Hollywood does not start or begin or commence a picture, but "buds" it; it does not disagree with a captious critic but "blasts" him; it eschews flying in favor of "winging" or "avioning" or "skying"; It would rather "lens" a picture than photograph it; and it "Tommys the tanks" instead of having its films exhibited in small towns. (This latter expression has historical basis stemming from the 1880s, when more than 150 theatrical companies playing "Uncle Tom's Cabin" were operating throughout the country.)

Perhaps George Bernard Shaw's bequest to create a new alphabet to simplify the English language might better

"A Tidy Unit or a Cobra."

have been granted to Hollywood, for no community displays greater zeal in rendering our tongue more efficient, effecting economy of expression, and endowing it with color, power, and flexibility.

Cinemese or Hollywoodese may well be a semanticist's horror, a pedagogue's nightmare, and a philologist's despair; but it remains a delight to those thousands who consider it as peculiarly their own. Here is a language to relish and savor and enjoy, accessible to everyone but "civilians," or those who are not show folk. To Hollywood, these civilians remain tragic, pathetic, bereft, unenlightened members of the human race doomed to speak only the King's English. Never will they experience the freewheeling glory of the *Lingua California*. Never will these Philistines know the wonder of a tongue that is at one and the same time a wow and a wham and a sock and a boff and a blitz and a sizzler and a whammo!

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Leaves from the Northeast

By GRANVILLE HICKS

VAN WYCK BROOKS has edited **"A New England Reader"** (Atheneum, $8.95), and of course there is no one better equipped to do the job. As he demonstrated in "The Flowering of New England" and "New England: Indian Summer," he is acquainted with all the major writers the region has produced and with scores upon scores of minor writers. And, though he was born in New Jersey, he has been a New Englander by adoption most of his life.

One will find in the volume all the names one expects, from Governor Bradford and Cotton Mather and Jonathan Edwards through Bryant, Emerson, Longfellow, Hawthorne, Thoreau, and Lowell. The historians are there—Prescott, Motley, Parkman, and Adams. There are a dozen poems by Emily Dickinson and a dozen more by Robert Frost.

Many of the selections, and some of the most interesting ones, are not so obvious. We find, for instance, a fascinating extract from George Ticknor's "Journal," describing meetings with Byron, Southey, Madame de Staël, and Chateaubriand. Louisa May Alcott appears as the author not of "Little Women" but of "Hospital Sketches," an account of her experiences as a nurse during the Civil War. From Thomas Wentworth Higginson's "Army Life in a Black Regiment"—now available in a paperback, by the way—Brooks takes a lively account of a military adventure. Clarence King, Frank Bolles, and Joshua Slocum write vigorously about storms on land and sea, and there are nature notes by Martin Taber and Henry Beston. Brooks has not forgotten Gamaliel Bradford, as too many people have, and he has had the happy idea of including a few pages from Samuel Eliot Morison's "Admiral of the Ocean Sea."

No anthologist can satisfy everyone, and Brooks does not always satisfy me. I should like to have more of Bryant and less of Holmes. For Thoreau I should have preferred parts of "Civil Disobedience" or "A Plea for Captain John Brown" rather than familiar passages from "Walden." Perhaps Whittier's "Snow-Bound" is worth the nearly twenty pages Brooks allots to it, but I am not convinced. Lucretia Hale's "The Peterkin Papers" hasn't worn well enough to deserve revival, and if J. P. Marquand stands up, Clarence Day doesn't. The poems by Edwin Arlington Robinson are good, but most of them have appeared in numerous anthologies, and there are other poems of his that ought to be better known. In addition to these complaints, I regret that the notes are so sketchy.

Several of the inclusions raise puzzling questions. We find, for example, an essay on Zola by William Dean Howells and an extract from "The Bostonians" by Henry James. Howells, though a native of Ohio, may pass as a New Englander because he was so thoroughly imbued with the New England spirit, but James seems problematic. If he is to be included, why shouldn't Melville be, for "Moby Dick" was written in the Berkshires and the *Pequod* sailed from Nantucket under the command of a New Englander? And why, I wonder, did Brooks choose Howells's essay on Zola, excellent as it is, when there are such fine passages in the novels about both Boston and rural New England?

SOME of the authors strike me as not particularly representative of the New England spirit. George Santayana is one of them, and to deepen the mystery Brooks uses extracts from "Soliloquies in England" rather than "The Last Puritan." Edna St. Vincent Millay was born in Maine, but I don't think anyone would guess it from the poems in this anthology. I can't see much of New England in F. Marion Crawford or George Woodberry or Bernard Berenson.

"More than a province, less than a nation," Brooks writes in his Introduction, "New England has always had a certain coherence of its own, and from Cotton Mather to Robert Frost and E. E. Cummings it has shown the same consistency of character." This is a thesis that his anthology does not sustain. In the early part of the volume one recognizes a considerable degree of coherence, and some of the later writers—a Robert Frost, a Henry Beston, a Samuel Morison—show notable affinities with their predecessors, but others do not.

Brooks goes on, "Literature in New England has possessed a special quality that one can distinguish easily and almost define." His own attempt at definition, however, is weak:

> This quality has been made up of strains, manifested from the first, that appeared in less degree elsewhere in the country, among them a religious toughness that encouraged solid intellectual work, together with a fervent love of learning.

What the other strains are he doesn't say, and I cannot discover them from an examination of the contents of this volume. Nor can I see in all of the selections the religious toughness and the fervent love of learning of which he speaks.

THE definition of regional character is a tricky business. I was born and brought up and educated in New England, and I have had many ties with the area even when I lived elsewhere. One of my closest friends, on the other hand, was born in Indiana, and, though he has actually spent more years in New England than I have, I think there are differences between us that can be attributed to his Midwestern boyhood. But these differences, when you get down to it, are not very important in comparison with the similarities that have resulted from our exposure to much the same cultural influences. I am unwilling to deny that there is such a thing as the New England character, but I'm not sure that it is, even though perhaps it once was, an important literary force.

Some critics have regarded regionalism as a key to the understanding of American literature, and Brooks himself has made a good deal of it. I am skeptical. At its highest New England culture was merely a division of American culture, which was a division of Anglo-Saxon culture, which was a division of Western culture. If you look at Thoreau, for instance, or at Frost, who is so self-conscious a Yankee, you find that the New England element does not bulk so very large. Look at the Deep South, which at the moment is much more aware of its identity than New England, and much more inclined to make something of it; you discover that what is peculiarly Southern is of only secondary importance even in a William Faulkner or a Flannery O'Connor. New Englander that I am, I am wary of large claims. Brooks concludes his Introduction: "For these younger writers continued to affirm the old word of New England, faith in the individual, a passion for justice, a love of life and a clear belief in its ultimate goodness." Whatever else may be true of these affirmations, they surely are not peculiar to New England.

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Good Neighborly Advice

"Latin America: Diplomacy and Reality," by Adolf A. Berle *(Harper & Row. 144 pp. $2.95), the second of the author's "Policy Books" for the Council on Foreign Relations, offers his interpretation of what has happened during recent decades to Latin America and speculates on what may be anticipated a quarter-century hence. John J. Johnson, professor of history at Stanford University, wrote "Political Change in Latin America."*

By JOHN J. JOHNSON

AS ADVISER to Presidents, participant in numerous inter-American conferences, and Ambassador to Brazil, Adolf Berle has been in close touch with Latin America for thirty years *mas o menos*. Quick to criticize both Latin America and the United States, he goes to some length to inform Latin Americans that if hemispheric cooperation fails they stand to lose much more than do the people of the United States. Nevertheless, despite his evident impatience with wasted efforts and the lack of imagination at home and abroad, Mr. Berle is encouraged that the hemisphere will somehow bumble through. "Surveying the whole scene, the prognosis is soberly optimistic," he writes in his conclusion. His optimism would seem to stem from at least five considerations:

1) ". . . the zenith of Communist effort and success has been reached and may, perhaps, have already passed. Or, at any rate . . . their climactic effort is not far away and will come at a time when it can be decisively met and defeated."

2) The January 1962 Conference at Punta del Este forced the Communist issue and gave assurances to those Caribbean republics jittery about the spread of *fidelismo*.

3) The United States is awakening to the long-range requirements of Latin America, and the Alliance for Progress —while not another Marshall Plan—can go far to stimulate the social and economic development of the republics.

4) The nations are moving toward greater unity in economic and intellectual matters and may be forming a vigorous Inter-American "Democratic Internationale."

5) There are liberal forces ready and able to act on the area's pressing problems.

The author says there is an urgent need for a program that would make available in Spanish and Portuguese, and at low prices, outstanding works by U.S. novelists, poets, and scholars. In addition, he advocates frank ownership by the United States Gover ment of certain Latin American news papers.

It seems to this reviewer that Mr. Berle leaves himself open to attack on a number of grounds: for not including the role of organized labor in his discussion of the area; for treating the military superficially (he does correctly recognize that the military is not to be damned out of hand as has been the practice in the United States up to now); for not discussing at all the terrible inadequacies of the machinery for making statistical measurements and for sampling public opinion, when it may well be that the Alliance for Progress and the local effort will fail because Latin American leaders do not know what their countries need or what their peoples want.

Because our future welfare may hinge upon what groups we support in Latin America, I object especially to Mr. Berle's statement in reference to the democratic parties: ". . . these parties would seem reasonably conservative in the United States. But in [the] Latin American context many of them rank left of center." This statement is disconcerting for at least tw reasons: It suggests that we are mor "liberal" in our thinking and voting than are the Latin Americans, which I doubt very seriously, and it implies that the groups we are supporting are left of center on the political spectrums of the republics, and this is absolutely and dangerously wrong.

Take the case of Venezuela. There, President Betancourt (a liberal in Mr. Berle's sense, if there is one in Latin America) must work with COPEI—the most conservative of the four leading parties in the last presidential election—in order to control the Senate, and with that support he still cannot control the House. The point is that in most instances we are committed to supporting the most conservative elements that can hope to win power through honest elections. If we do not learn to work more effectively with the groups between those we now support and the Communist-*fidelista* left, we face the danger of being isolated or seeing our efforts go for naught in one country after another. Mr. Berle acknowledges this danger but his argument offers very little indeed of a constructive nature.

My total impression from the volume is that Mr. Berle has retained his po litical views of the Thirties, while Latin America as a whole, if not the groups that he favors, has veered noticeably to the left.

Your Literary I. Q.

Conducted by John T. Winterich

AUTHORS IN THEIR OWN BOOKS

The letters below are, in each instance, the scrambled surnames of the authors of books whose titles Threba Johnson of New Canaan, Connecticut, asks you to complete by filling in the blank spaces (the titles are *not* scrambled). Divisions between words are ignored. (Example: L __ __ T H __ __ I __ O N is "Lost Horizon" (Hilton). Answers on page 28.

1. __ __ R __ __ __ __ __ __ __ __ I E __ D S __ __ __ __ __ V E __
2. __ __ __ __ N __ __ __ I __ __ __ E G __ __ __ __
3. __ __ E __ __ __ E R __ N __ __ __ E G __ __ __ __
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9. __ I __ L O __ T __ E __ __ __ __ __
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Decahedron to the South

"Ten Keys to Latin America," by Frank Tannenbaum *(Knopf. 237 pp. $4.95), probes the infinite complexities of the world beyond the Río Grande. George N. Fenin is official correspondent for periodicals in Uruguay, Argentina, and other Latin American countries.*

By GEORGE N. FENIN

ACCORDING to a prefatory note, Frank Tannenbaum's "ten keys to Latin America" are "merely ten different angles of vision. The whole is more complex than the sum of the parts." And yet these ten studies and interpretations provide us with an acute evaluation of our neighbors to the South, of their greatness and miseries.

The author has worked, lectured, and traveled over the years in that immense region; he has been a newspaper correspondent in Mexico, as well as a nember of a number of Latin American and North American governmental and private commissions; furthermore, several of his thirteen previous books have been dedicated to Latin American problems, about which he possesses a profound knowledge.

In this latest work he stresses the significance of the deep isolation between the large coastal cities and the villages in the hinterland, a phenomenon caused by the existence of impressive chain mountains and rain forests. Thus the gap between the city and the country perpetuates the *caciquismo*, a form of strict local bossism opposed to a centralized government. Significant, too, are the continent's various ethnic forces, among them the strong resistance of the Indian to integrating himself into the mainstream of Latin American civilized life, the dominant influence of the mestizo, the growing importance of the Negro and of the mulatto. Although the power of the Church, deeply affected by the independence movements, is now concentrated on family and community life, the *hacienda*, a typical expression of a feudal social system that governs the life of its members from cradle to grave, constitutes one of the most reactionary obstacles to social and political progress in Latin America. "The *hacienda*," Mr. Tannenbaum states, "has no built-in device that will allow for reform of the system," and he observes that only by revolution was repudiation of it achieved completely in Mexico and Bolivia.

Another problem of paramount importance is Latin America's totally inadequate education, which is aggravated by the fact that the rate of population increase annihilates whatever long-range program is being planned by each government. Moreover, Professor Tannenbaum notes, the unstable political situation has "seriously impeded the growth of an adequate school system and will continue to do so."

Politics in Latin America lack sharply defined parties; thus the leader is perennially involved in "deals" with his group, his supporters, his community. The army, which claims to be the depository of the so-called national destiny, and the intellectuals constitute two great forces in Latin America, but neither has been able to solve the tragic problem of how to come to power without violence and to transfer power without revolution. The independence movement, destroying legitimate political power, left the Latin Americans without an equally legitimate substitute, and nationalism is now prepotently trying to fill the vacuum. In these circumstances, the conduct of the United States vis-à-vis Latin America must proceed on razor's edge.

Professor Tannenbaum laments the existence of Yankee paternalism towards the Latin Americans, who are unjustly treated as lesser people; he mentions U.S. dalliance with dictators, the foolish dividing of the world between democrats and Communists, the mistaken notion that all opponents of Communism are democratic. The author quotes the comment of a French anthropologist when he recently took a look at the *hacienda* system in Peru: "Not since the thirteenth century has anything like this existed in France or in Western Europe." And the clock of history is kept retarded, for Washington has recently recognized a Peruvian military junta that nullified the fair election of June 10, and seized power undemocratically.

Unfortunately, the author has not found it opportune to provide us with some symptomatic examples of the nefarious role played by many U.S. corporations, such as the United Fruit Company in the "banana Republics" of Central America and the Antilles, or the mining interests in Bolivia. This is a pity, since this important facet of the hostility of Latin Americans towards the policy of the USA could have been clarified for the reader.

IN THE last chapter, which is devoted to Castro and social change, Professor Tannenbaum maintains that without profound social and political reform, the egalitarian democracy of the North American type will be impossible in Latin America. The gap between the rich and the poor there "is so wide that it cannot be bridged in a hurry, except by violence, and perhaps not then." Mr. Tannenbaum believes that ultimately the gap can be closed by changes stimulated by industrial developments. But this process, in my opinion, will necessitate an extremely long period of time, and by then, at the end of this century, there will be nearly 600 million human beings in that region, posing a formidable challenge. Instead, the real solution clearly lies in a total revolution from the top down—and the sooner the better, because in the interest of the United States as well as of Latin America there is no time to lose.

"Ten Keys to Latin America" remains, however, a book of considerable importance for any sensitive reader, and a scholarly work of faith.

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Is Greatness Everything?

SOMEWHERE, perhaps within the range of these words, is a person who hopes some day, and hopes hard enough to do something about it, to be a writer—not a writer of short stories or novels or poems, but of what, for want of any better word, is commonly called nonfiction. He may be interested in writing about the arts, or about politics, or about science, or about some remoter corner of human experience. He may be of any age, and he may be in any of a thousand occupations or too young for any occupation. But whoever and wherever he is, he likes the clink and purr of words against each other. He likes the crackle of ideas well expressed. He delights, as some men do in thoroughbred horses and racing hulls, in prose that runs sleek and true to its destination. He frets with curious pleasure over a sentence or a paragraph that is right by all the rules but seems somehow askew to his ear. And although he knows he doesn't yet write with any special distinction and has, therefore, no provable reason for his hopes, he would rather write, however gropingly, than almost anything else he knows. In short, he is happiest when he is most dissatisfied.

But his dissatisfaction is also of a different and more fundamental sort.

In the first place, he has heard, too many times to dismiss it as mere sour grapes, that the writer in America is without honor, that in this country even the best writers are not respected as they have traditionally been respected in Europe, in Latin America, and elsewhere.

He has heard, too, about the shrinking markets for free-lance writers. He has perhaps listened to some free-lancer, fleshing out his income on the lecture circuit, cluck with wry amusement at the very notion that anyone would try to make a living by writing.

It may be, too, that he is disturbed by his lack of skill at writing fiction, by his inability to people a Yoknapatawpha County with characters who come to life in a single wondrous phrase.

Worst of all, he may have come to suspect that all the effort of his brain and bones will not overcome what he is forced, in honesty, to recognize as nothing else but a critical shortage of genius.

FOR such a person—one whose writing can probably never make him very rich or very famous, and who will certainly never be a Faulkner—what path is there to follow? How can he possibly reconcile his itch to write with the irksome proddings of common sense?

There is only one way to reconcile it: to write nonfiction with as much skill and wit as he can muster, and hope for the best.

Nor is this quite so reckless a venture, even in a time widely thought to be increasingly inhospitable to writers, as the general lamentation would suggest. A good part of the difficulty faced today by the beginning writer arises, in fact, from a cultural lag. For the fact is that the problems of getting published in the 1960s are the result not so much of disappearing markets as of radically and rapidly changing markets. The day of clamoring demand for the short story and the personal essay may be, at least temporarily, gone. And it may well be true, as one veteran free-lancer recently calculated, that the number of general magazines open to free-lance contributions has shrunk by a crushing 80 per cent in the last twenty years. Nonetheless, it is also true that the kinds of material sought by editors have undergone such a startling metamorphosis that only the most alert student of the writing market could possibly be aware of all the ramifications.

Recently, for example, a woman sent to *Saturday Review* a manuscript detailing an original and arresting idea. Because the manuscript, interesting as it was, seemed to the editors to be somewhat lacking in detail and documentation, it was returned to the author with the suggestion that she strengthen it where necessary and then resubmit it. In a few days the woman replied in effect: "I don't see why my article needs any supporting facts. It is based on my personal observations. And besides, anybody can see for himself that what I am saying is true."

But the writer is the eyes and ears of his reader, and those eyes and ears must be alert today as never before, in order to show the reader the facts on which he will ultimately base his judgments. In a world where practically the only uncomplex thing is the cliché about that world's growing complexity, the writer's task is to make what sense he can out of the tangled mass of detail that is the only valid source of any generalization.

There will always be a market for the writer who knows his craft and is willing to accept the burdens of that task. If he cannot readily find his market in the thinning ranks of general magazines, he unquestionably can in today's heady and exploding world of book publishing. For in a trade where many editors spend virtually all their time searching for manuscripts, and where one publishing house alone has undertaken to publish some fifty titles each month, there is certainly room for one more writer. And this is particularly true if he or she has an unquenchable curiosity about the doings of the human species, an eye for the telling detail and the energy to ferret it out, the courage to undertake a difficult but enormously rewarding adventure, and the good sense to eschew the glib and easy way and concentrate on the important themes of human experience.

For the person who hopes to be a writer, there is no more reason than there ever was to stop hoping.—J.F.F.

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LETTERS TO THE EDITOR

THE SEARCH FOR ANSWERS

N.C. MET A VALID responsibility in writing the excellent review of "Fail-Safe," by Eugene Burdick and Harvey Wheeler, [*SR*, Oct. 20]. Mary Kersey Harvey is to be congratulated on her revealing report on the authors.

Although, as I write this, the book has been in the bookshops less than a week, SAC Headquarters at Omaha has already responded (not entirely coincidentally), defending itself by circulating a resumé of its positive control system. The danger of accidental war is fully realized by informed people. Now it will be brought home with a full impact to the people who like to sweep these dangerous thoughts under the rug. You are right that "questions will grow in the reader's mind." You are already right in suggesting that it may be "the most discussed book of the year."

But more than that: people everywhere will be likely to search for some of the answers, which will suggest new questions to an entirely new set of circumstances. The answers will be sought outside of an escalating arms race leading to a dead-end road. It is more than possible that they will channel themselves to a consideration of the possibility of the rule of law in world affairs, if the values which we cherish are to survive.

For bringing the attention of your large and influential readership to this thought-provoking book, you have our thanks, as do the authors for their painstaking preparation. The dilemma and the urgency are not fictional.

PETER CHARLTON,
Chairman, Advisory Board,
United World Federalists,
Southern California.

Los Angeles, Calif.

THE AMERICAN WEST

HOW EDITORS SELECT their subjects is unknown to me, but of the several leading magazines that have recently treated California and the West, *SR*, with its October 20 "American West" issue, came out a notable best.

BERN PORTER.

Waldwick, N.J.

I HOPE THIS is one of a million letters in support of the sentimental and certainly old-fashioned ideas of Eric Sevareid in his article "Why the Aspens Quake." Having lived in Boulder, Colorado, for six years, I was able to taste at length the real joy of Western Living. The capital "L" is intentional and important, for as Mr. Sevareid indicates, the individual can only know himself where space and nature are lavish and where, at a whim, he can turn off the over-trod path, seek a hidden valley, and watch the stars play havoc with heaven.

"I'd be worth more than I am today, if instead of buying General Motors, International Business Machines, and A T & T, I had bought Cezanne, Van Gogh, and Renoir!"

It makes no difference that these thoughts have become a cliché. They happen to be true.

JOHN E. JOHNSON, JR.

Chicago, Ill.

ERIC SEVAREID'S "Why the Aspens Quake" speaks for me and for many others, I am sure.

It didn't take a lifetime of living in the West to give me "a feeling about it in [my] bones." I lived in Santa Fe, New Mexico, for only ten too-short months and have never been the same since. . . .

GRACE E. BEHRENS.

Lancaster, Pa.

YOUR ISSUE ON THE American West was a great disappointment. You barely skimmed the surface. . . . The West is too big for one magazine. There's only one way to capture it: Go West, everybody, and see for yourself!

EDITH W. HARRIS.

St. Louis Park, Minn.

THE PROBLEMS OF PROSE

JOHN CIARDI'S comments on usage of the English language [MANNER OF SPEAKING, Oct. 27] are a potent argument for the study of etymology in place of the dead languages. . . .

But why did he not make a practical as well as an etymological distinction between "imply" and "infer"? The difference is really quite simple, although it is almost consistently ignored. You "imply" something by what you yourself say or do; you "infer" something from what someone else says or does. At least Mr. Ciardi clearly implies that, regardless of usage, "like" will never change from a preposition into a conjunction.

Some day Mr. Ciardi might be willing to tackle the problem of the hyphen, which Bergen Evans has studiously avoided. I insist that a singing teacher and a singing-teacher are not the same. Could he also tackle the word "masterful," which is constantly misused, particularly by music critics? (It is not the same as "masterly.")

SIGMUND SPAETH, Editor,
Music Journal.

New York, N.Y.

BEYOND THE LAW

AT A TIME WHEN magazines are generally filled with superficial analyses of current social problems, Lillian Smith's article, "A Strange Kind of Love" [*SR*, Oct 20], stood out as pure revelation. She excuses neither the Northerner nor the Southerner, who are busily hurling charges at one another, but instead recognizes the essentially contemptuous and self-righteous attitudes of both in "giving" the Negro his civil rights. Centuries of wrong have an effect not only on the victim, but also on the sinner. Much has been written about the legal aspects of the civil rights issue, but few have understood and expressed so poignantly the need for grace in interracial personal relationships. In an age of mediocrity which has no literary heroes and seems compelled to fabricate its real heroes from superficial material, she dares to recognize the silent and forgiving partisans of the nonviolent movement as heroes. . . .

JEAN GILES.

Swarthmore, Pa.

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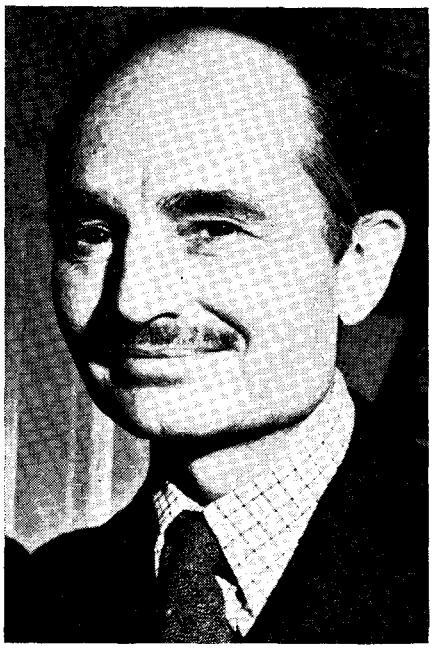
Notes of a New Dealer

"In Brief Authority," by Francis Biddle *(Doubleday. 494 pp. $5.95), reflects from the perspective of the author's retirement on the tempestuous Thirties and the subsequent war years. For this semester D. W. Brogan, professor of political science at Cambridge University, is serving as Senior Research Fellow at the Yale Law School. He is the author of "The Era of Franklin D. Roosevelt" and "Politics in America."*

By D. W. BROGAN

IT WOULD be idle to pretend that former Attorney General Francis Biddle is nonpartisan: he is still for the New Deal, still a deep, if critical, admirer of "that Man." But he has retired from the fray to the philosophical peace of Georgetown and Wellfleet, where he can see his own career in perspective, and also see in perspective the great epoch in which he played an important if secondary role. There is nothing derogatory in the term "secondary"; everybody was secondary in the era of Franklin D. Roosevelt. But for a great part of the time Mr. Biddle was close to the center of power, close to the dazzling, elusive, protean character of FDR. And part of the charm of this book lies in the new light it casts on the late President. Indeed, I think that "In Brief Authority" ranks just behind Frances Perkins's admirable book as an explanation of Roosevelt's temperament and as an explanation and justification of his methods, which were sometimes evasive and always *"ondoyant et divers."*

There is another reason for the charm of "In Brief Authority" and for the fascination that it exercised on one reader and will, I am sure, exercise on many more. Mr. Biddle, as is right, is a Philadelphian; however, he was not brought up as a Friend but as an Episcopalian. So he is not tempted to indulge in their *"Tout comprendre c'est tout pardonner"* charity. Mr. Biddle has, fortunately, a sharp edge to his tongue (sharp, not rough; he uses a well-honed razor, not knuckledusters). And with a Shakespearean character he can say, "I call a nettle but a nettle and the faults of fools but folly."



Francis Biddle — he calls a nettle but a nettle.

Thus, although Mr. Biddle does his best to find something favorable to say about Frank Murphy, he nearly fails. Even Murphy's genuine devotion to civil liberties is seen here as largely rhetorical and ineffective. No doubt, Mr. Biddle's dedication to his profession accounts in part for his hostility. Murphy was a very incompetent Attorney General and one of the least qualified men appointed to the Supreme Court in this century.

IN some other cases, one feels that Mr. Biddle pulls his punches a little. I suspect that his opinion of Henry Wallace is lower than it is represented as being here, and that is not very high. I suspect that Mr. Biddle does not have a high opinion of the Catholic hierarchy, at any rate of the Irish part of it. And he makes plain that he thought Harry Truman's dismissal of him was in manner, if not in substance, rude and inconsiderate. But later Mr. Truman took him into his camp and wanted him to be the first head of UNESCO. The British were too smart, and they got their candidate, Sir. Julian Huxley, into the job. Having seen a lot of UNESCO in its early years, I think Mr. Biddle was lucky; he would have found the job as intolerable as he found service on the federal bench.

One reason why these memoirs are so readable is that Mr. Biddle's experience has been so varied. For here we have new light cast on the National Labor Relations Board, the Tennessee Valley Authority, the Department of Justice, FDR's Cabinet, the FBI, and J. Edgar Hoover, of whom Mr. Biddle, to the horror of his liberal friends, is a great admirer.

As Attorney General during the war, Mr. Biddle was determined not to imitate another Pennsylvania Democrat in that office, Mitchell Palmer. But blunders were made, and some of them were Mr. Biddle's. He now thinks he dramatized the Montgomery Ward seizure by flying to Chicago in person. However, the supreme miscarriage of justice was the expulsion of the Nisei, a measure quite in the Nazi spirit. Dean E. V. Rostow has called it the greatest American mistake of the war; it certainly showed up the American talent for panic. As it happened, I was in California when the policy was launched, and I can testify to the suddenness with which the wave of fear—and cupidity—rose. I remember a very eminent and genuinely liberal Californian telling me that the Japanese market gardeners had laid out their broccoli and tomatoes in patterns that would enable Japanese bombers to take their bearings. And, of course, no one explained then, or has explained since, why it was necessary to deport the Nisei from California and safe to leave them in Hawaii.

IN a way, the most valuable chapter in this book is the account of the Nuremberg trials. We forget how pathological the Nazi regime was, what mad horrors it produced; it has become fashionable to denounce the trials. Senator Robert A. Taft got a totally unjustified reputation for courage by denouncing them. (I heard the speech; I don't know what courage it took.) It is often forgotten that the alternative to the trials was a series of Eichmann kidnappings, a series of *Vehmgericht* executions. It was not only that punitive expeditions would have set out from Italy or France; they would have set out from the Netherlands and Britain. It was not a question of trials or no trials, but of trials or a succession of lynching bees.

Mr. Biddle has retired. He ends his book with rejoicing that Wellfleet has been saved from suburban development (as well as other menaces); and he can look back on a full life and say "I have done the state some service." He has also written a valuable *document pour servir* which is at the same time a dramatic and often amusing chronicle of our recent past.

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Spokesman for Brinkmanship

"John Foster Dulles: A Reappraisal," by Richard Goold-Adams *(Appleton-Century-Crofts. 309 pp. $5.50), evaluates the decisions made by the late Secretary of State, as well as the man himself. Diplomatic history is Joachim Remak's particular field as associate professor at Lewis and Clark College in Oregon.*

By JOACHIM REMAK

THE QUALITIES of John Foster Dulles were sterling and many. Richard Goold-Adams, a former assistant editor of the London *Economist,* gives him full credit for them in this fair and factual study of the man who was Secretary of State from the beginning of the Eisenhower Administration until just before his death, of cancer, in 1959.

Dulles's mind was brilliant and he had been a spectacularly successful corporation lawyer. ("This is a jewel," Goold-Adams quotes Dean Acheson as saying about an early Dulles draft of a note to Moscow. "It's one of Sullivan and Cromwell's $25,000 briefs.") A civilized man, educated at Princeton and the Sorbonne, he was a comfortable member of the "American Establishment." He was, moreover, a man of genuine convictions, a Presbyterian to whom that faith meant a great deal.

And he was, Goold-Adams holds, eminently right in his major decisions as Secretary of State. He was right in acting on the assumption that in spite of Khrushchev's jollities, the Communist threat remained the gravest of all dangers facing the West, right in thinking disengagement an illusion and firmness the only defense, much as he dreaded the nightmare of nuclear warfare. He thus might on occasion risk war, but he would never provoke it. Max Weber, in a celebrated essay, once postulated three qualities that distinguished the statesman from the politician: passion, a feeling of responsibility, and a sense of proportion. Dulles may be said to have possessed all three. Why then aren't we happier to read that Washington's airport will be named in his honor?

I do not like thee, Doctor Fell, the reason why I cannot tell. Actually, Goold-Adams can tell fairly well in Dulles's case. There was about Dulles what rightly or not struck many people as an air of coldness and arrogance. The impression may have been due to nothing more than the irrepressible knowledge of his own superiority, but one of its less fortunate by-products was his conviction that only he himself, and not the Ambassador on the spot, could negotiate delicate issues. Thus, during the first three years as Secretary of State, he traveled nearly a quarter of a million miles, visiting no fewer than thirty-four countries. (Was it Mort Sahl who quoted Eisenhower as saying, "Don't just do something, Foster; stand there"?) Worse, he at times seemed less than loyal to his subordinates, and less than honest to our Allies. Anthony Eden, apparently, was not alone among the men he dealt with who came to loathe him in the end.

Goold-Adams, despite his British vantage point, does some defending of Dulles here. His lack of frankness, for instance, he suggests was due not to any character flaw but rather to his training as a lawyer which made it seem entirely legitimate to present one side of the case only. But he does not defend him quite so willingly on two other charges.

One is that his constant moralizing—whether on the evils of Communism, neutralism, or colonialism—antagonized friend and foe alike. The spirit of Woodrow Wilson, which Dulles shared, never has found much of a home among Europe's diplomats, and indeed Dulles's biography at times reads like a case study for George Kennan's classic criticism of the American "legalistic-moralistic" approach to foreign affairs.

—Wide World.

John Foster Dulles—a comfortable member of the Establishment.

The other charge is that Dulles too often used slogans which were either ambiguous or terrifyingly simple, and that the discrepancy between his words and his actions was too great for comfort. He would talk of "liberation" and "roll-back," yet when the opportunity presented itself to liberate and roll back, as it did in the East German revolt of 1953 and in the Hungarian uprising of 1956, he would choose inaction. He would talk of "unleashing" Chiang Kai-shek, but in actual fact, he would restrain him. "Agonizing reappraisal," "going to the brink," "massive retaliation"—who can recall these phrases without a sense of acute discomfort? The world does not love a man who carries a big stick and talks loudly, and it may even deny him its respect if there are grounds for believing that the stick may not really be used.

What then, on balance, does Goold-Adams make of John Foster Dulles? He will not quite say; he is so intent on his laudable aim of being fair to Dulles that the reader is not always quite sure just where the author stands. What one sentence giveth, the next is liable to take away again. But the gist of his argument seems to be that Dulles began as a good Secretary of State and ended as an even better one, that his grand strategy of resisting Communism was correct, and that his diplomatic tactics were both skilful and successful, that where, as in Southeast Asia, ground was lost, it was lost not because of anything Dulles did or failed to do, but because the tide was running against the West in any event. As for the charge of his having been too inflexible in his dealings with the Communist world, Goold-Adams denies it. Dulles, he points out, did explore the possibilities of an accommodation with post-Stalin Russia, but for reasons of its own Moscow would not respond. With the Allies, on the other hand, Dulles is seen to have done less well; the Suez disaster might have been the worst example of Allied disunity, but it was far from being the only one.

It seems a sufficiently convincing argument. And anyone who wishes to be much more critical than that of John Foster Dulles will need to ask himself who might have done better as Secretary of State, who could have gone beyond containment, who could have pursued any kind of over-all policy without antagonizing some of America's Allies.

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The Problem of Plenty

—*Wide World.*

Ezra Taft Benson with Dwight D. Eisenhower—"a government of quiet confidence."

"Cross Fire: The Eight Years with Eisenhower," by Ezra Taft Benson *(Doubleday. 627 pp. $6.95), details the Secretary's struggle for his farm program and tells how he survived the ordeal. Henry Brandon is Washington correspondent for the Sunday Times of London.*

By HENRY BRANDON

AGRICULTURE in this country, and for that matter in most parts of the world, is one of the most controversial domestic issues of our time. In the West the problem is usually one of surpluses and of the farmer's declining economic as well as political role in society; in the East, especially in the Soviet Union and Communist China, it is a question of how to overcome shortages and how to make the farmer produce more.

What is disappointing about Ezra Taft Benson's "Crossfire: The Eight Years with Eisenhower" is that it tells us virtually nothing about these larger problems, except for a few ideological generalities. Mr. Benson obviously knows something about American agriculture, and a more profound analysis at least of the position of the American farmer in the United States today could have made interesting reading. Instead, Mr. Benson has limited himself almost exclusively to a detailed account of his valiant struggle for his farm program and of how he survived the ordeal.

For a man who has been so much maligned, who in the end prevailed, and who in retrospect made a valuable contribution to reforming the farm program, this is perhaps not surprising. To him no doubt this struggle was absorbing and exciting, but even under the best of circumstances a tract about agriculture is not easy reading. "I have never really learned the lesson of brevity," Mr. Benson says somewhere in the book, which is still true but would not be as much of a disadvantage if the digressions from the main theme were more interesting.

The digressions tell us something about himself, about his relationship with President Eisenhower and Mr. Nixon, in only a perfunctory way about his trips to Latin America and to the Soviet Union; but in general the book adds little to our knowledge of the Eisenhower Administration. We are aware of the loyalty that existed between President Eisenhower and his Secretary of Agriculture, though perhaps not of its profundity.

The President clearly had a deep respect for Mr. Benson's integrity, his devotion to God and Mormonism, his modesty, his knowledge in the field of agriculture, and his conservatism. We learn that only once the Chief Executive suggested that the occasion can arise when it is necessary to compromise in politics and that even a conservatively lead Federal Government must stretch out a helping hand in the field of education. Mr. Benson's own appraisal of the Eisenhower Administration is that the President had deliberately determined "on a government of quiet confidence. He had often remarked that unless there was good reason for stirring things up, by changing and modifying policies, we should leave them alone. He felt the country had had too many years of government by emergency.'"

Mr. Benson makes no bones about the doubts he had of Mr. Nixon's qualifications to become Head-of-State, chiefly because he mistrusted his "devotion to conservative principles." He seems to have suspected the Vice President of favoring the "socialization of agriculture," which in view of his own exposition of what he considered to be "conservatism" is not surprising: it has at best a nineteenth-century ring. However, that he should in view of all this consider Nelson Rockefeller a more desirable candidate is surprising. "I wondered," he writes, "if the Governor realized now that he had made a serious mistake in withdrawing from the competition for the nomination several months before."

Mr. Benson looks with satisfaction over his eight years with Eisenhower and, he says, he would do it again even knowing what an ordeal it was. He has reason to look back with satisfaction and also to be happy to have returned, as he puts it, "to the providence of the Lord," to the mountains and valleys of Utah, "where I learned to work with my hands, with my head, with my heart"; they have all stood him in good stead.

It is the reaction of this country boy from the mountains and valleys of Utah to the Capital, to such "tools of the devil" as cocktail parties, to the press, to Congress, to Soviet Ambassador Menshikov, to Marshal Tito that makes this book an unusual character study and gives it a flavor of "Mr. Utah comes to Washington."

LITERARY I.Q. ANSWERS

1. "Through the Fields of Clover" (DeVries). 2. "Splendor in the Grass" (Inge). 3. "The Power and the Glory" (Greene). 4. "Charley Is My Darling" (Cary). 5. "Swiss Family Robinson" (Wyss). 6. "Youngblood Hawke" (Wouk). 7. "The Purloined Letter" (Poe). 8. "Rhinoceros" (Ionesco). 9. "Mill on the Floss" (Eliot). 10. "Lady in the Dark" (Hart).

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FICTION

Of Anguish and Incongruity

"Children Is All," by James Purdy *(New Directions. 183 pp. $4.25), comprising ten stories and two playlets, focuses on the paradox of love and loneliness in our age. Ihab Hassan wrote "Radical Innocence: The Contemporary American Novel."*

By IHAB HASSAN

IN THE last five years James Purdy has published two novels, "Malcolm" and "The Nephew," and a collection of stories, "Color of Darkness." These very nearly established him as one of the most important American writers to appear since the war. The judgment, which in the mind of crusty critics was rendered suspect by a certain voguishness that attended his sudden appearance on the scene, is now confirmed by the present collection.

Like Salinger, Purdy is a writer of ove, "pure and complicated." But there all analogies end. For Purdy is a true original within the area where, neither windswept nor entirely claustral, his sensibility dwells. The area, as in so many works of Kafka, is sharply defined in its details and weirdly ambiguous in outline. His focus in human relations is the paradox of love and loneliness in our age, illuminated time and again by terror and humor. This is why Purdy's language, precise, simple, and spare as it seems, often glows in a surreal haze. The originality of Purdy may finally rest in his profound insight that language and feeling, in our day, have severed their connections. Dominated by dialogue, both incremental and repetitive (Purdy seldom describes, never editorializes), his work presents characters who can never say what they are most desperate to communicate. The casual, chatty surface of each narrative covers a cauldron of unappeased desires.

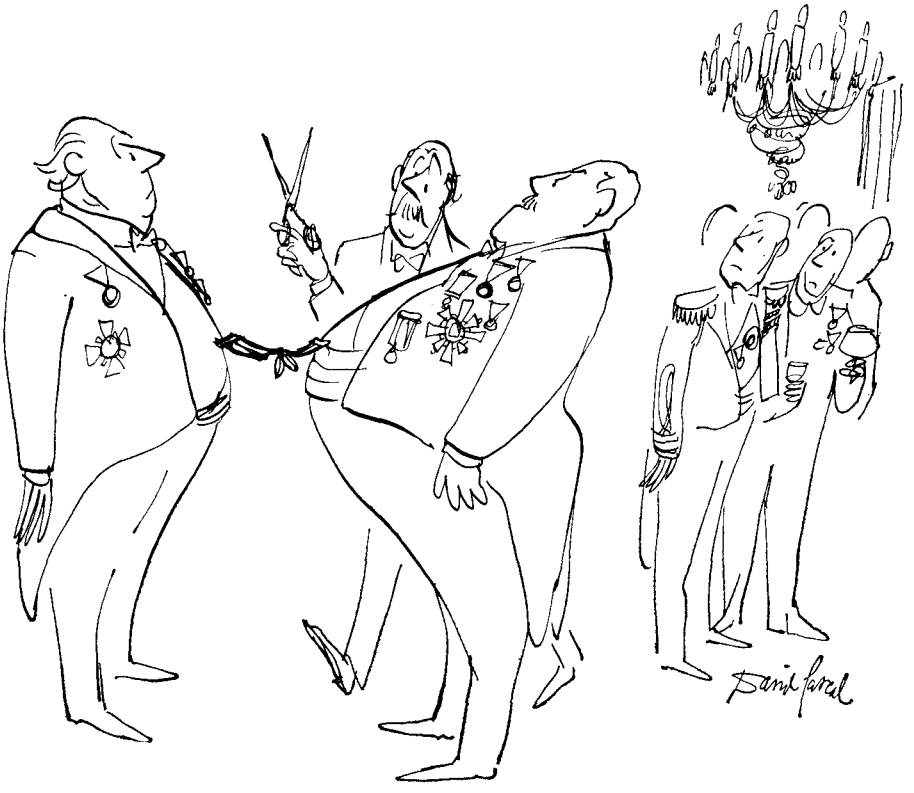
The present volume contains ten stories and two short plays. These fall generally into two categories: gossipy pieces, full of feminine intuition and sharp observation, and surrealistic parables written in an entirely credible manner. I confess to my preference for the latter genre, which seems to strike deeply at the origins of our perplexity. The best is "Daddy Wolf," about a man, whose wife has deserted him, waiting to be connected with a stranger over the phone. It contains this crazy and blood-chilling sentence, so typical of Purdy, spoken by the man's wife:

> The kid is glad when I go out to sell as he can have the chair to himself then. You see when I and his Daddy are home he either has to sit down on my lap, if I am sitting, or if his Daddy is sitting, just stand because I won't allow a little fellow like him to sit on that linoleum, it's not safe, and his Daddy will not let him sit on his lap because he is too dead-tired from the mitten factory.

Also among the best: "The Lesson," about a teen-age girl speaking to a swimming instructor about nothing and everything; "Encore," about a mother and her son; "Goodnight Sweetheart," about a gentle schoolteacher raped at the age of sixty; and "Sermon," a masterpiece about everything and nothing, in which the preacher says to his audience: "I have talked here tonight in the hope you would not hear, because if you didn't you might not so thoroughly disgust yourselves, and therefore me." Indeed, that message may be what the fine and unholy art of Purdy disguises from his readers.

The dramatic tension of the plays comes as no surprise. The longer of the two, "Children Is All," portrays two lonely old women, Leona and Edna, living together in a small town. They are fearfully awaiting the return of Edna's son from the penitentiary. The play moves fretfully, yet surely, to a dreamlike climax in which the power and deprivation of love bursts upon us. If the first play is a "tragedy," the second, "Cracks," may be called an expressionistic "comedy." The cast includes an eighty-year-old woman, a waif, a nurse, and the Creator. The play is about birth and death, the end of the world, and the persistence of humankind. There is no doubt that its wisdom is felt; the conclusion of the Creator moves us because it has been dramatized: "After all the pain of creation, the created will continue, after all the pain, after all the pain . . . no matter what we do or say. . . ." The aged woman can now take the child into the grape arbor to await the break of a new day.

The uncanny technical skill of Purdy brings his material to terrible life because it is backed by an authentic vision of love, anguish, and incongruity. When the vision falters, the work becomes fussy, nasty, or narrow. But this so seldom occurs that we can rejoice again in the possession of this new work by one of America's best writers.



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Love and the Lyricist

"Not All of Your Laughter, Not All of Your Tears," by Steve Allen *(Bernard Geis. 374 pp. $4.95), examines the nature of love through the story of a Hollywood song writer who leaves his family for another woman. Formerly a newspaperman, Walt McCaslin is now a free-lance writer and critic.*

By WALT McCASLIN

STEVE ALLEN's "Mark It and Strike It," which came out two years ago, was the kind of autobiography that men who have passed through career or family crisis often have the urge to write. It was a clearing of the air, for writer-therapy as much as for reader-edification—an avowal that the victim had suffered, survived, and, above all, grown. The popular television star admitted to intellectual aspirations, claiming that a man of comedy has a perfect right to deal seriously with such topics as war, politics, love, and religion.

In "Not All of Your Laughter, Not All of Your Tears" Mr. Allen has surmounted some but not all of the dangers confronting a funnyman who turns mindful.

The novel concerns an ill-mated Hollywood song writer who leaves his family to live with another woman, a situation hopelessly complicated by his background of Irish Catholicism. From what appears at first to be mainly a theological dilemma, the book develops into a broader examination of the nature of love. Dan Scanlon realizes at last that in his arms his mistress "had not been just Elaine but Woman, and that he had learned to desire Woman, to need Woman." This quote perhaps suggests the involved case history of emotional denial and blind seeking that we must assimilate prior to Dan's pilgrimage of self-discovery. Truth, we gather from the novel's title, is to be found in Gibran's "The Prophet":

> But if in your fear you would seek only love's peace and love's pleasure,
> Then it is better for you that you cover your nakedness and pass out of love's threshing-floor,
> Into the seasonless world where you shall laugh, but not all of your laughter, and weep, but not all of your tears.

Our seeker is helped along the lonely paths of this "seasonless world" by a friendly *guru* who seems to have a good deal in common with Gerald Heard.

Mr. Allen's characters are consistently realized. His writing is fluent and rich in the details that, although seemingly trivial, give fiction the tempo and texture of life. His side excursions into philosophy, however, range from penetrating to platitudinous. There is an exceptionally interesting dialogue on the way various religions and cultures cope with the human condition; just after this we find a lot of truisms on Americanism, race relations, and social bigotry which are extraneous to the book's central problem. Although Steve Allen has many things to say and he frequently says them well, a stern editor with a pencil and a pair of scissors might have kept the book in better focus.

Steve Allen—a right to deal with war, politics, love, and religion.

HERITAGE OF TREASON: "I hadn't done much for Bobbie in his life. . . . While he lived he was largely an unknown quantity to me, yet I felt surer than I felt anything about myself that he was incapable of betrayal . . . that the virtues I lacked, he had." With this conviction, Sam Curry, the protagonist of Richard G. Stern's new novel, **"In Any Case"** (McGraw-Hill, $5.50), begins a five-year search to ferret out the truth behind his son's alleged treason.

Whatever emotional complexities obfuscate the issue for Sam, the accusation remains the same: Three years after his death, Flight Lieutenant Robert Curry, member of one of the largest, but least successful, special English intelligence groups operating during World War II, is described in print as the betrayer of his company.

Like Macbeth, Sam comes to the sober conclusion that it is "better to be with the dead . . . than on the torture of the mind to lie in restless energy." Thus he is spurred to track down and question anyone formerly connected with the spy network; and, for the first time in his life, does not evade action.

That the action provides a sop to his conscience cannot be denied, for Sam is disturbed by memories of the years after his wife's death when he was a matutinally brusque, nocturnally penitent father. Symbolically, he attempts to pay his debt as he did then, awakening the boy from sleep to apologize for his trenchant behavior and to express fleeting sentiments.

As Sam dusts and rearranges the fuzzy facts, he reasons with remorse that if Bobbie *had* been traitorous, it might have been the result of a congenital character deficiency, harking back to Sam's own treason, which had taken the form of wife-betrayal and child-neglect. He then begins to feel ". . . with Bobbie a blood kinship of change and testing, brother as much as father to him, and perhaps his son as well."

Mr. Stern's treatment of World War II espionage is subtle and fresh, thanks to a cliché-free style, economically stated flashbacks, and the perpetuation of honest suspense. The characters, too, seem unworn, each revealing a remarkable, unromanticized combination of virtue and corruption, making them sympathetic in spite of themselves.

Progressing with Sam through continuous re-evaluation of people and situations, we move hand-in-glove with the Kantian idea of the impossibility of knowing reality. We also are exposed to the theory that there is no guarantee that men can be measured by their actions or circumstances, a concept to which this reader takes mild exception, if only for idealistic reasons. —JOAN BOSTWICK.

SOPHISTICATED INNOCENCE ABROAD: The relationship of **"Ultramarine"** (Lippincott, $4.95) to Malcolm Lowry's masterpiece, "Under the Volcano," is roughly that of "Portrait of the Artist" to "Ulysses." Both are autobiographical, the work of very young men who are testing their powers for greater things to come. Yet as we can enjoy "Portrait"

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Malcolm Lowry — the self as a lever to pry loose reality.

without submitting ourselves to the difficulties of Joyce's later work, so do we find this novel more than merely an introduction to "Volcano." In many ways a brilliant performance—and it is a performance, perhaps, more than a novel—its autobiographical tendencies never crowd out the milieu about which Lowry is writing. In all his work he used the self primarily as a fulcrum to pry loose the reality that he found embedded around him.

In 1927, at the age of eighteen, Lowry shipped as a deck boy on a freighter bound for the Far East, his standing with the crew not exactly enhanced by the fact that he had been driven to the wharf in his father's limousine. During the year he was gone Lowry kept a notebook, which became the basis of "Ultramarine," written in his last term at Cambridge and published in 1933. He was obviously the reverse of the fish out of water, and the hardships he encountered provide the most vivid and telling passages in the novel. It is the story of a young man's initiation into—and to some extent his disillusionment with—life at sea, but it is never a bitter account, and what Lowry derived from unfulfilled romance was not so much maturity as a more sophisticated innocence; in spite of numerous temptations, for example, the youth-narrator retains his virginity.

The present edition of "Ultramarine" is a revision of the original, made by the author in his later years. The book is actually a fragment of his voyage—two months out of twelve—and in a sense it deals with a fragmented set of experiences. Lowry was not interested here in the conventional structure of the novel, and he shifted between an intense verbal realism—a documentary approach that at times gives one a sense of reading the notebook itself—and a subjective monologue that provides the outlet for his poetic grasp of life.

Life to Malcolm Lowry was language itself: he was a born writer who could not separate experience from its ultimate necessity for expression. Read "Ultramarine" as his discovery of this gift. —David Dempsey.

ARCTIC ENTERTAINMENT: Residents of the Far North are a patient lot—the country itself sees to that—but they feel an almost irrational anger towards anyone who comes up for a quick look and, back among conventional comforts, writes "with authority" about the bleakness of Arctic living. The jacket notes on **"The Time Before This"** (Sloane, $3.50) do not state what Nicholas Monsarrat's Arctic experience has been, but even if it has been vicarious, Monsarrat, as could be expected of the author of "The Cruel Sea," intelligently perceives what the Northerners themselves value. That is the nearly mystical sense of splendor which makes the somewhat primitive living conditions recede in importance. In the North, as Paul Brooks has written, "Sheer size becomes here a quality as well as a quantity"; the vastness seems not of this earth. Monsarrat has made that discovery, and it has provided him with material for a moving fantasy.

It would be patronizing to call his book science fiction, though it has some of the characteristics—with the twist that events of an imaginary past, instead of the future, are described. That's a daring attempt when so many readers have at least a smattering of knowledge about real geological evidence. But Monsarrat brings the book off, both as entertainment and a philosophical probing.

If the inhabitants of his Bone Lake settlement seem to have too many of the stock vices, well, construction camps on the edge of the Arctic are in fact apt to be shockingly rough. As for his noble bush pilot—actually those men often are models of selfless courage. The Good Samaritan prostitute might have been done with more originality, but the elderly dreamer and the naïve young reporter are convincingly real.

"The Time Before This" is a beautifully written parable, one that anybody can read with ease and enjoyment. —Sally Carrighar.

*He Needs Help

The walls of Demetrios' house in the slums of Athens are cracked. Icy winds blow right on his face while he sleeps. His blanket is threadbare. He eats one meal a day—bread dipped in oil.

Demetrios' mother has tuberculosis and is hospitalized. His father, a rag man, earns $13 a month. Demetrios does not pray for a blanket or more food. He prays to grow up quickly so that he can help his parents.

ΧΡΕΙΑΖΕΤΑΙ ΒΟΗΘΕΙΑ*

Through Save the Children Federation, you or your group can bring hope and help to a child like Demetrios. You will receive the photograph and story of the child you help and immediately begin a warm person-to-person relationship through an exchange of letters.

Your sponsorship may also enable the child's family and community to initiate self-help plans and provide small grants or loans to help put them into effect. Please fill in the coupon below so that a needy child in Greece, Korea, Lebanon, France, Italy, Finland, West Germany or Austria can look at the world with hope again.

Save the Children Federation is registered with the U. S. State Department Advisory Committee on Voluntary Foreign Aid and is a member of the International Union for Child Welfare.

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Norwalk, Connecticut

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Enclosed is my first payment: $12.50 a month ☐ $37.50 a quarter ☐ $75 semi-annually ☐ $150 annually ☐

I cannot sponsor a child; enclosed is contribution of $_____

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Scars of Transition

"The Lonely African," by Colin M. Turnbull *(Simon & Schuster. 251 pp. $4.50), explores the lives and points of view of a tribal chieftain, a mission school student, a politician, and other natives of a continent caught between two vying worlds. Washington Post correspondent Dan Kurzman is author of the forthcoming "Subversion of the Innocents," a study of Communist infiltration in the Afro-Asian world.*

By DAN KURZMAN

MANY recent books have attempted to explain the tremendous political, economic, and social upheavals that overnight have caused and accompanied the conversion of more than a score of African colonies into independent states. Most have reflected sympathy with the black struggle against white colonialism, but this sympathy has often been based less on an understanding of the Africans as human beings than on a patronizing, self-gratifying hostility toward European domination, with judgment rendered as external observation.

Colin M. Turnbull, however, rarely plays the angry sideline observer in his new book, "The Lonely African." He presents the African story through African eyes, and the effect is sometimes devastating. Relentlessly he explodes the image of the African prevalent even among Westerners who deplore colonialism, as the inferior product of a savage, inhumane culture. On the contrary, it is the white man who often emerges as savage and inhumane, for ruthlessly destroying traditional cultural and spiritual values and then righteously trying to fill the moral void with alien concepts few Africans can appreciate or understand.

"The last strongholds of self-respect, of morality, of belief and faith," Mr. Turnbull writes, "are threatened by the cheapest and most tawdry offerings that Western technology can devise: a soul can be bought for a piece of printed cloth or for a packet of cigarettes."

But if the colonialist and missionary stand unmercifully condemned, Mr. Turnbull has not despaired of the possibility that a common meeting ground can be found that will permit the African to face the challenges of the twentieth century without disowning his heritage. "The hope lies in an appreciation of the true, practical values of the past, of tradition, by the new leaders of Africa," the author says. "Even in the blunt terms of political expediency, the past is of incalculable value."

In examining the past and its relationship to the present and future, Mr. Turnbull explores the lives and philosophies of a traditional tribal chieftain who is ignored by the younger generation; a semi-Westernized African who is rejected both by the white man and the black; a youth in a mission school who follows the white man's ways "with my body, not with my heart"; an unrepentant Leopard Man who had been trained to kill in the name of his ancestors; a politician who lives like a white man in the city and like a traditionalist in his home village. These and other lonely characters, unhappily caught in a vise between two conflicting worlds, have one sentiment in common: they despise the white man for using "speech to tell lies, thought to deceive, and feeling to hate."

Mr. Turnbull's case against the white man is well documented with personal histories of Africans he knows intimately, having lived among them. But, if identification with the African has produced a remarkably profound comprehension of his attitude, it has not made for impeccable objectivity.

Mr. Turnbull is particularly harsh in his evaluation of the missionary's contribution to African development. While conceding that there are some exceptions, the author portrays the average missionary as something of a monster who, in trying to save souls, actually destroys them. And most missionaries, it is probably true, have concentrated more on stamping out the African's spiritual past than on trying to understand it so that its elements of value can be adapted to Christianity.

Yet, while the missionaries, as Mr. Turnbull rightfully maintains, have converted Africans only in the most superficial sense, they have been given, it would seem, a disproportionate share of credit for liquidating traditional African spiritual values. It does not take a preacher to cast a doubtful light on pagan rites and ancestor worship; modern secular education and urban life are sufficient for the purpose.

Nor, in all likelihood, is antimissionary hatred among the Africans as deep or widespread as the book suggests. No colonial uprising has exceeded in

—From the book.

". . . it is the white man who often emerges as savage."

FRASER YOUNG'S LITERARY CRYPT NO. 1007

A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer No. 1007 will be found in the next issue.

XV FMH BEJVQYQ ASF-CQSU: JD KEJVQ QVQWO PSFVT KEQQ, UGO QXBE FD EJY BEJMHSQV X HSGW.

———

Answer to Literary Crypt No. 1006

I say banish bridge; let's find some pleasanter way of being miserable together.

—DON HEROLD.

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bitterness that of the Africans in Angola against their Portuguese masters, but, while the rebels have killed and mutilated hundreds of colonialists, they have left entirely unharmed the Protestant missionaries, whom they know are sympathetic to their nationalist cause. It should not be forgotten, either, that missionaries are responsible for most of the education that has been available in Africa up to now.

The Africans, it is true, have been taught hypocrisy, dishonesty, and deceit by the whites, but these shortcomings are unfortunately the blemishes of Western civilization. To avoid them would be to avoid Western civilization itself, a rather impractical idea in this day and age, and one which the ex-colonial peoples would hardly favor.

Mr. Turnbull's presentation may be to some extent one-sided, but objectivity is not his aim. "There are," he states, "quite enough apologists for the colonial cause." "The Lonely African" is intended to explore the points of view of "at least some Africans," and this it does with a perception and sensitivity matched by few other popular books on Africa written in recent years.

The Utopia That Wasn't There

"On the Tiger's Back," by Aderogba Ajao *(World. 149 pp. $3.50), reports the disillusionment that a young Nigerian experienced as a Communist trainee. Robert K. Massie is a former African affairs editor for Newsweek magazine.*

By ROBERT K. MASSIE

ONE OF Communism's more spectacular failures in recent years has been its inability to make any lasting penetration into the seething continent of Africa. Offered a swathe of new states, all deeply suspicious of the withdrawing Western colonial powers and all urgently desiring a very rapid advance of their very primitive economies, the Communists should have had a field day. The fact that they did not was partially due to the grace of the Western withdrawal and, even more, to the basic wariness and good sense of the Africans. But one key factor was the utter botch the Communists made of their own approach to Africa. It is with one of the ingredients of this botch—the training of future subversive agents—that "On the Tiger's Back" is concerned.

Aderogba Ajao is a young Nigerian (he is now thirty-two) who spent the years 1952-58 in East Germany training for such a mission. His path, from initial strong attraction to the theory of Communism to gradual disillusion with its "sheer incompetence" in practice, was similar to that of many another intelligent, rebellious youth in former colonialist territories. Ajao grew up in Lagos, where his father was a Yoruba chief and a prosperous trader. Both in his Baptist school in Lagos and later in colleges in Britain, Ajao was interested chiefly in politics. He concentrated most of his fiery talk on the need to get the British out of Nigeria and he discovered that "the only people who seemed to have the right ideas about the imperialists were the Communists. They had the right slogans, anyway, and they claimed to have a scientific certainty about the solution of political and economic problems." While a student in Britain, Ajao joined the Young Communist League.

In 1952 Ajao returned to Europe as a young businessman. He was in Hamburg arranging to buy some cheap cement from behind the Iron Curtain when he was kidnapped by the Russians. They kept him in solitary confinement for eight days and then produced a meticulous file on his political beliefs, gathered during the days he was in Britain. Ajao admits that he was still attracted by Communism and that he was not unwilling when the Russians transferred him to a huge East German training school filled with young men from many lands. Looking back on that group, he says now: "It was only slowly that I learned that in a good many of these people . . . the Communists had not made a very good bargain. Among the chosen, or self-chosen, were a much larger proportion of neurotics, misfits, dimwits and so forth than are to be found in any average cross-section of humanity."

OVER the years Ajao realized that his end of the bargain was not especially good either. He discovered, for example, that the commissars simply could not run the locomotive plant in which he worked for a while. He found that "spontaneous" contributions to needy workers in capitalist lands had actually been rigged. He was irritated when, in the middle of one of Moscow's world-wide Peace Campaigns, he and his fellow students were issued uniforms and sub-machine guns and given intensive military training. When Marxist lecturers told him that the British still ruled Nigeria with whips and clubs and still kept African slaves, he wanted to laugh. When he went to the World Youth Festival in Moscow in the summer of 1957, he and other West Africans got a surprise. They left the glitter of Moscow one day to drive to Tolstoy's shrine. In the heart of the empty countryside their bus broke down. Several of the Africans got out and walked to the nearest village. The Russian villagers were friendly, but what the Africans saw of their homes and fields came as a shock to those who still believed that the great Soviet Union was an earthly paradise.

Worst of all, Ajao came to understand that in East Germany he was living under an oppression far more severe than anything he had ever felt in Nigeria. Unlike some Africans, he does not hesitate to call Soviet domination of Eastern Europe "colonial exploitation." During the East German uprising in 1953 and the Hungarian revolt in 1956, the restlessness around him nearly reached the explosion point. After that, he writes, "it was pretty plain that most Germans were merely trying to survive in the hope that they would still be alive when the whole period was over."

AJAO gives a clear picture of what he saw and went through behind the Iron Curtain, but his picture of himself as a person is much less clear. He claims to have been disgusted with Communism soon after he arrived in East Germany and says he attempted to escape in 1954. Yet when he did leave it was because of a dispute over leadership of the West African group; "other Africans" in the group "were bringing Communism and Africa into disrepute." Ajao fought them and lost. He left through Berlin, abandoning a German wife and sick child in the act. He shows no remorse for either his principles or his family.

Back in Nigeria, Ajao tried to warn his compatriots of the Communist danger. He found them much more interested in local elections and their onrushing independence. For most of them Communism, and the bigger and better schools for agents that Ajao says are being built in Eastern Europe, simply had no meaning. In retrospect, perhaps they were wiser than he. After all, it was the other Nigerians, those who controlled their impatience and worked with the British to bring responsible independence, who now rule the most populous nation in Africa.

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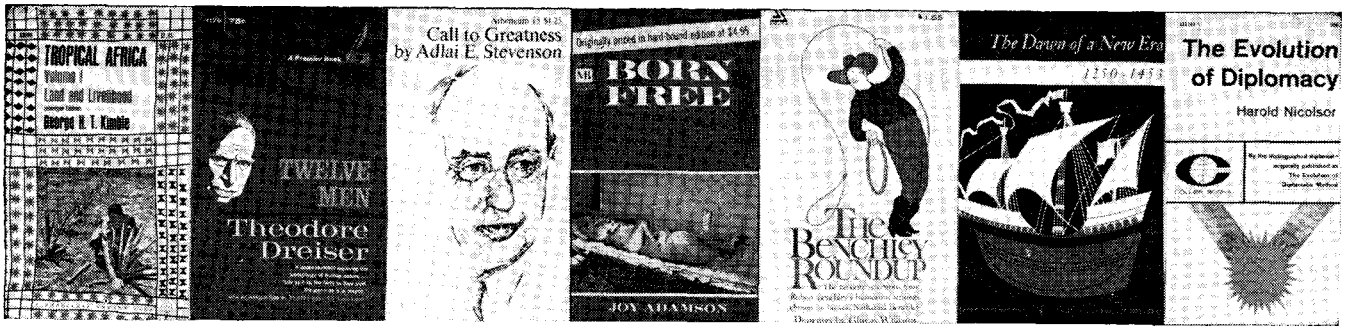

PICK OF THE PAPERBACKS

Two new series from Harper Torchbooks should add some color to the bookshelves, not to say our minds. One is called "The Rise of Modern Europe," and it begins with Edward P. Cheyney's **"The Dawn of a New Era: 1250-1453"** ($2.45). Here the roots of the modern world are traced to their Renaissance soil. Rather than treat history nationally, the series concerns itself with ideas and fundamental currents. Among the other volumes already available are Myron P. Gilmore's **"The World of Humanism"** ($2.25) and Carl J. Friedrich's distinguished **"The Age of the Baroque" ($2.25).** The New American Nation series includes Louis B. Wright's **"The Cultural Life of the American Colonies"** ($1.85) and Wallace Notestein's **"The English People on the Eve of Colonization"** ($1.85), which, frankly, has to do only with England.

UNESCO and New American Library are collaborating on a four-volume art library. Experts from many countries will lend a hand in preparing the books, which will include Spanish frescoes, Persian miniatures, Russian icons, and Egyptian wall paintings. . . . Dell, famed for its detective stories, is stepping up in class with its new Delta line, beginning with **"The Benchley Round-up"** ($1.65), and James Baldwin's **"Nobody Knows My Name"** ($1.65). . . . Paperbacks from *SR*'s staff: Richard L. Tobin's **"Decisions of Destiny"** (Avon, 75¢), about fateful decisions made by ten U.S. Presidents in time of national peril; and John G. Fuller's **"The Gentlemen Conspirators"** (Grove, 50¢), about price-fixing in the electrical industry. . . . Newest of the do-it-yourselfers is H. J. Eysenck's **"Know Your Own I.Q."** (Penguin 85¢)—for the unafraid. This one went over big among the British, a naturally introspective group. All the questions and tabulations are here. —ROLLENE W. SAAL.

FICTION

Of course, it's a real pleasure to find a favorite hardcover book in a new paperback edition. But what's even better is to discover in paperback a book that has long been out of print. Among the hard-to-find books newly available is Henry James's **"Confidence"** (Universal, $1.95), his fifth novel and one that has been out of print for a half-century. This edition has been edited by Herbert Ruhm from the original manuscript at the Harvard Library, in which the author's notes, carefully preserved in the text, reveal the creative process. Another long-unattainable novel is **"Hudson River Bracketed"** (Signet, 75¢), by James's good friend Edith Wharton. A late novel (written in 1929, when Mrs. Wharton was sixty-seven years old), it delineates a Midwestern personality.

Other American works that have appeared recently in paperback are Sherwood Anderson's **"Short Stories"** (Hill & Wang, $1.95) and Theodore Dreiser's **"An American Tragedy"** (Meridian, $1.95), **"Twelve Men,"** and **'A Gallery of Women"** (Premier, 75¢). William C. Lengel, editor-in-chief of Fawcett World Library, wrote the Introductions to "Twelve Men" and "Gallery of Women." Lengel worked as Dreiser's secretary when he was editor of *The Delineator,* and he recalls those years with an undiminished warmth.

"Great English Short Novels" (Apollo, $2.95), edited by Cyril Connolly, is an arbitrary but thoroughly enjoyable anthology, ranging from Samuel Johnson's "Life of Richard Savage" to Virginia Woolf's "Between the Acts."

NATURE

When Gavin Maxwell's **"Ring of Bright Water"** (Crest, 60¢) was published in hardcover, it surprised everyone, including the author, by becoming a best-seller. Perhaps many people found escape from the hog wires of civilization in reading about Mr. Maxwell's solitary, idyllic life in the Scottish highlands, where his chief companions were a pair of highly entertaining otters named Edal and Mij. And surely no one who found those otters endearing could resist Elsa, the loving lioness who is the heroine of **"Born Free"** and **"Living Free"** (Macfadden, 75¢ each). Written by Joy Adamson, the wife of a Kenya game warden, the first tells of the adventures in raising Elsa in captivity, while the latter follows her path back again to the wilds.

Georges Blond's **"The Great Migrations of Animals"** (Collier, 95¢), a collection of essays, explores the mysteries of bird flights, buffalo treks, and lemmings' frenzied race to self-destruction.

Joseph Wood Krutch is one of the natural world's ablest interpreters, and **"Grand Canyon"** (Anchor, $1.25) covers one of his favorite subjects. Here he relates its geological history, comments on its flora and fauna, and, peering into that abyss which reveals a billion years of time, offers some astute philosophical asides. Another amateur naturalist was Roy Bedichek, a schoolteacher and author of **"Adventures with a Texas Naturalist"** (Anchor, $1.45). His musings about Western wildlife, the snakes and eagles and rabbits, are reflective enough to surpass regional interest.

Nature-lovers too long city-pent may take heart from Ross Parmenter's **"The Plant in My Window: An Adventure of the Spirit"** (Apollo, $1.65), which tells how the author, a New York *Times* music critic, was awakened to nature's wonders through a bedraggled philodendron.

AFRICA

An excellent and timely paperback series dealing exclusively with the people and problems of Africa is the Penguin African Library. [*SR* Nov. 3] Among recent releases are: **"A Short**

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History of Africa" ($1.25), a clear, factual primer by Roland Oliver and J. D. Fage; Jacques Baulin's **"The Arab Role in Africa"** ($1.25), which weighs the influence of "white Africans" from Algeria and Egypt on Black Africa; Ronald Segal's **"African Profiles"** ($1.45), a handy reference book that dwells on such varied figures of old and new Africa as Hendrik Verwoerd, Antoine Gizenga, Harry Oppenheimer, and Kwame Nkrumah.

A fairly exhaustive study by George H. T. Kimble, former director of the American Geographical Society, is now in a two-volume, abridged edition. **"Tropical Africa"** ("Land and Livelihood" and "Society and Polity," Anchor, $1.95 each) is a compendium of information about population, resources, industries, agriculture, in fact, every aspect of Africa past and present.

Janheinz Jahn's **"Muntu: The New African Culture"** (Evergreen, $2.45) attempts to find "the African personality" among its own cultural traditions and those of European civilization. Another keen look at modern Africa is Thomas Patrick Melady's **"The White Man's Future in Black Africa"** (Macfadden original, 60¢). The account of race relations, its sordid past and dubious future, is grim and persuasive.

Two new, basic books: Leo Marquard's **"The Peoples and Policies of South Africa"** (Oxford, $2.25), which tells a great deal about present politics, economics, and social conditions in a readable but highly concise style; **"An Atlas of African Affairs"** (Praeger, $1.75), by Andrew Boyd and Patrick van Rensburg. Its fifty-six maps are amply annotated and interpreted.

CAPITOL HILL

Some of our prominent statesmen have distinguished themselves as authors. Among them is Adlai E. Stevenson, whose **"Call to Greatness"** (Atheneum, $1.25) has just been released. These essays on the moral obligations of a world power were originally delivered in 1954 at Harvard University. It's a tribute to their essential truth that, though contemporary references may be dated, the message remains if anything even more pertinent. Dean Acheson's **"Power and Diplomacy"** (Atheneum, $1.25) probes into the morality of international relations, while in **"A Primer of Foreign Relations: Tides of Crisis"** (Apollo, $1.95), Adolf A. Berle gives a history of the U.S. in world leadership, then proceeds to explore crucial areas of tension.

"The New Politics: America and the End of the Postwar World" (Harper, $1.35), by Edmund Stillman and William Pfaff, examines our foreign policy since the Second World War and offers some far-reaching suggestions for altering our diplomatic course.

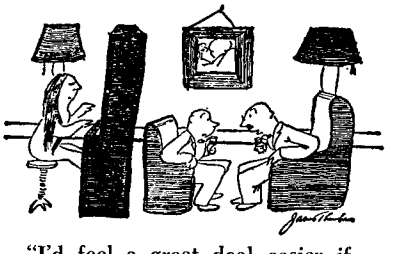
And a final word is Harold Nicolson's **"The Evolution of Diplomacy"** (Collier, 95¢), in which the noted Briton discusses the differences between the "old" diplomacy of classical or Renaissance times and the "new American" style of negotiations.

During this election month, many new paperbacks take a careful look at Capitol Hill. Richard E. Neustadt's **"Presidential Power"** (Science Editions, $1.65) analyzes the role of the Chief Executive and follows some of the necessary techniques by which he can exercise his will and maintain public esteem. Truman's seizure of the steel mills and Eisenhower's use of troops in Little Rock are among the examples that are cited.

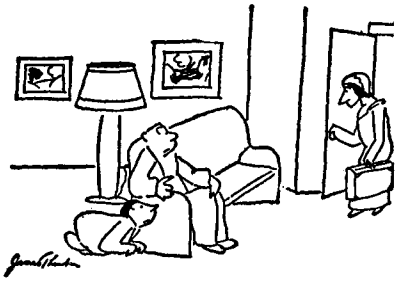
Richard F. Fenno, Jr.'s **"The President's Cabinet"** (Vintage, $1.95) examines the delicate relationship of the Cabinet to the President and to the country at large. In **"The American Secretary of State"** (Praeger, $1.75), Alexander DeConde interprets the significance of this highest nonelective office. Donald R. Matthews's **"U.S. Senators and Their World"** (Vintage, $1.95) is crammed with information about the days and ways of that select and hard-working group of solons.

IMMORTAL TITLES: Although he wrote and drew prolifically, the late and great James Thurber could never have satisfied the insatiable readers for examples of his wit. In **"The Thurber Carnival"** (Dell, 75¢) Thurber collected representative stories, fables, essays, and drawings from the early Thirties through World War II. Many titles are immortal. Does anyone have to be reminded of "The Secret Life of Walter Mitty," "A Couple of Hamburgers," "The Catbird Seat"? Or those key words from famous captions that recall the inimitable cartoons: "It's a naïve domestic Burgundy . . .," "You heard a seal bark . . .," "That's my first wife up there . . .," "Tom Weatherby . . . he never got to First Base."

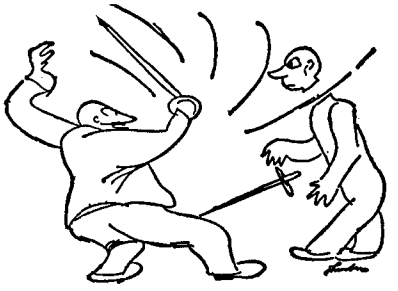
"Oh, Dr. Conroy—Look!". .



"I'd feel a great deal easier if her husband hadn't gone to bed."

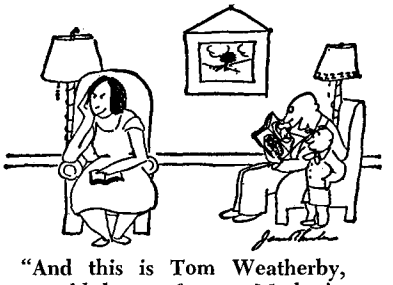


"Hello Darling—woolgathering?"



"Touche!"

"It's a naive domestic Burgundy without any breeding, but I think you'll be amused by its presumption."



"And this is Tom Weatherby, an old beau of your Mother's. He never got to First Base."

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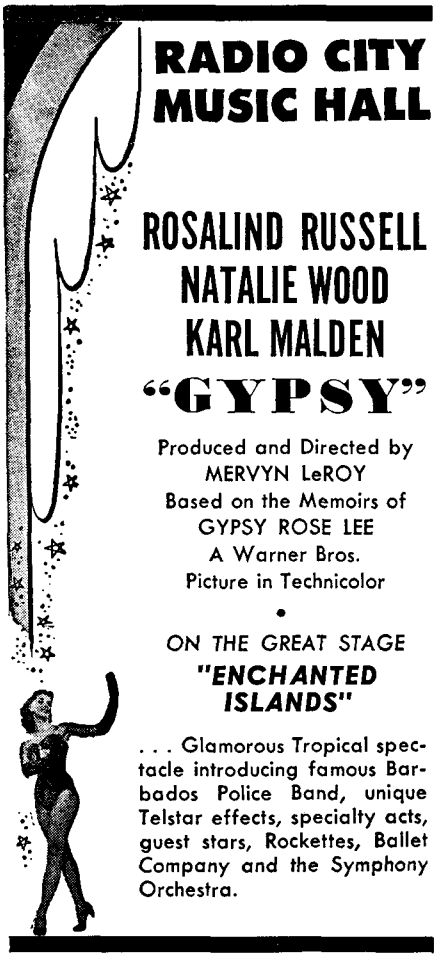

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Eves: 8:30: Mats. Wed. 2:00 & Sat. 2:30

YOU HELP MORE THE UNITED WAY

SR GOES TO THE MOVIES

In with the New

HOLLYWOOD and Broadway would appear to have formed a mutual aid society, judging by the recent statements of such as Lew Wasserman of MCA and Ray Stark of Seven Arts. The gist of their announcements was that both firms would indulge heavily in the backing of Broadway shows for the purpose of obtaining "properties" for the screen. Behind this seemingly sensible move can be seen the outlines of the "new Hollywood" and the emergence of new leaders to replace the dead, the dying, and the failing leaders of the past. Our film industry, while it has been undergoing various cataclysmic upheavals and revolutions, has actually been reorganizing itself in order to cope more adequately with present-day and future exigencies.

Certain patterns of production operation, it has been noticed, have been more successful than others. In recent years, for instance, United Artists—one of the first firms to encourage "independence"—has farmed out several of its projects to the Mirisch Brothers Company, which has acted as a kind of producing subsidiary for the parent firm in New York. The Mirisches, as they are known in Hollywood, are in essence "packagers." That is, they obtain the rights to a "property," put it together with, usually, a talented director such as Billy Wilder or Robert Wise, and two or three stars of consequence, and then kick themselves upstairs into the department of executive producers. They worry about such matters as budgets, advertising and publicity, and release dates, while the making of the film itself is left to the "creative people." The Mirisches serve as a kind of umbrella under which the independent talents can find the shelter they need.

Seven Arts, one of the firms to announce that it is actively engaged in the backing of plays, is also essentially a packaging firm, but it does not operate, as in the case of the Mirisches, under the aegis of one distribution firm. Ray Stark and Eliot Hyman of Seven Arts packaged a bonanza when they first entered into an arrangement with David Merrick to produce "The World of Suzie Wong" on Broadway, then, with Paramount, turned it into a film. They provided the needed umbrella for Stanley Kubrick and James Harris on "Lolita" (releasing the film through MGM) and then assisted Robert Aldrich in the packaging of "Whatever Happened to Baby Jane?" releasing the latter through Warner Brothers.

It might be mentioned that for none of the above Seven Arts films were the studios of the releasing firms used for the productions. Required from those firms were two functions: total or partial financing, and distribution. Now that Lew Wasserman has made his offer of "assistance" to Broadway, it would appear that the packaging concept is dominant in Hollywood, and that studio production schedules are all but a thing of the past. The most important holdout for the old order was 20th Century-Fox, and everyone must know by now what happened to *that* company. True, its former production chief, Darryl F. Zanuck, has seized the reins once more, but it is significant that his rescue operation involved firings and a halt in production rather than a resumption.

Broadway, more financially beleaguered than ever, will undoubtedly feel relief that economic aid is on the way, but its collective ego may suffer from the knowledge that it is being used primarily as a tryout place for future film material. As for the packagers, their theatrical investments will not involve a great deal of risk. The $100,000 or so needed to "test" a property on Broadway is sometimes less than the amount needed to "develop" a film script. By the time three or four writers have been paid from $25,000 to $100,000 each for successive developments of a story, the investment is close to that required to stake a Broadway musical.

The packagers also have their antennas out, sensing the potential of toll-TV. A Broadway play will be able to more than recoup its cost from a subsequent showing on a toll system; a movie based on the play will have both toll and theatrical showings. Thus we can see the eventuality of the several branches of the entertainment industry drawing together into a close-knit society, with financial well-being as the object. And since neither Hollywood nor Broadway can solve its problems by pursuing accustomed paths, perhaps, in this new era, the packagers are necessary. —HOLLIS ALPERT.

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MUSIC TO MY EARS

Lorin Maazel's "Giovanni"—Oistrakh—Boehm

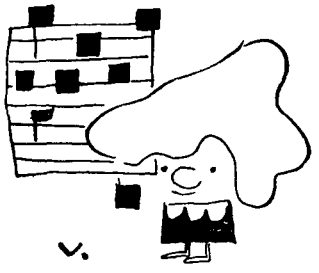
TO SAY that any season that brings Mozart's "Don Giovanni" to the Metropolitan Opera is a special one is equivalent to saying that leap years have more days than non-leap years—it is a tautology, or at least redundant. For, in addition to Mozart's music, "Don Giovanni" at the Metropolitan brings with it Eugene Berman's beautifully picturesque production, and, more often than not, a complement of capable singers. This year it is also bringing the first Metropolitan appearances as conductor of Lorin Maazel, who has left his days as a prodigy behind him, and is now among the representative conductors of his generation.

Of his qualifications to be where he was at the season's first "Don Giovanni" there was no question. He is wholly habituated to the act of direction, whether in the opera pit or the concert hall (as at his Philharmonic Hall debut with the French National Orchestra earlier this fall). His sign language is easy to read, effective, and for the most part functional. He did this "Don Giovanni" from memory, without a glance at the conductor's stand. (A glance, or even a hard look, would have done him no good, for there was no score visible.)

This was, in all, capable, competent Mozart. That it was all "Don Giovanni" can be or has been, however, is rather another matter. It sounded to me—and a look from a close-up vantage point tended to confirm it—that Maazel was so busy conducting the performers that he tended to overlook the opera. His cues were abundant, his efforts to be of assistance unflagging, for the orchestra as well as the singers. Yet there was some essential act of liaison lacking in all this. It was as though he reckoned that the sum of all the eighth notes performed in time and on pitch, of the trills in the violins articulated together, of the voices precisely blended in the "Mask" trio should, of necessity, be "Don Giovanni." But is this leadership, or just direction? More particularly, is it theatre, or just symphony conducting in a different guise? It is welcome, of course, to have a man of Maazel's youth and vigor at work in an institution which can use both; it remains to be seen how these assets can be put to the specific needs of repertory opera, which is even more of a challenge than preparing a new production from curtain to curtain.

And, of course, this "Don Giovanni" is as repertory as repertory opera can get. From Donna Anna (Eleanor Steber) to Masetto (Theodor Uppman) the cast was almost as familiar as the production itself, with a major exception in Gabriella Tucci as Donna Elvira and a minor one in Ernst Wiemann as the commendatore. Almost all the familiar singers (Cesare Siepi as the Don, Roberta Peters as Zerlina, Nicolai Gedda as Ottavio, and Ezio Flagello as Leporello) were capable of their best vocal effort and such dramatic embellishments as could reasonably be expected of them. Miss Tucci is a shade lacking in dramatic power (vocal as well as physical) to establish the special place that Elvira should occupy in this interplay of roguery and devotion—I lost sight of her altogether in the climax of the ballroom scene, even as Ottavio (Gedda) lost his sword and made the Don's triumph a hollow one—but she has every professional capacity to develop her command of the part. As for Steber, she sounded better this time than in some seasons past, up to the point in "Non midir" where she lost control.

Sharing the evening with "Don Giovanni" was David Oistrakh's first New York appearance in four seasons and a return to the leadership of the Philharmonic by Karl Boehm in a program devoted to Mozart ("Jupiter") and



Bruckner (E Major) symphonies. And sharing the program with Oistrakh was not the familiar Vladimir Yampolsky but a blonde accompanist named Frieda Bauer, who made herself an equal partner in the performance of Schubert's C Major Fantasy (and, no doubt, the preceding G Major Sonata of Beethoven and the G Minor of Debussy which I did not hear).

Oistrakh has now "settled in" as a performer in Carnegie Hall (as well as in most other concert halls of the world) and his music streamed from the strings in an unending succession of finely molded phrases, effortlessly articulated lines, and wonderfully plastic intercommunications with his partner. Noth-

Rx "JUST WHAT THE DOCTOR ORDERED!"

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Music

Continued from page 37

ing is ventured for effect, yet the effect of it all is to make what he does a standard of measurement for practitioners of his instrument everywhere.

Karl Boehm qualified himself as the most welcome kind of guest conductor by bringing not only a style but a sound of his own to the Philharmonic's playing of Mozart and Bruckner at their first joint appearances in Philharmonic Hall. The sound that was heard was, perhaps, not quite the Vienna Philharmonic's, but it not only showed how a conductor of experience and conviction can amend the sound of this orchestra to his preference, but also how warmly suited to the matter in hand that preference was.

Among a growing clan of Bruckner conductors, Boehm holds a middle ground between extremists and ascetics. He satisfies the composer's need for sonority in the brass and low strings without disserving a compositional palette in which the woodwinds and high strings also have an important part to play. He comprehends that to Bruckner the orchestra was a kind of super-organ, sustaining his bass lines and clarifying his trebles in a way that was spiritually satisfying as well as ear-filling. Best of all, he imparts a rhythmic stimulus to the composer's ideas which molds them together rather than, as is sometimes the case, separating them. Results: one of the more convincing performances of this work heard here recently.

In the Mozart ("Jupiter") Boehm pursued the same means (amended orchestrally to suit the dimensions of the problem) to equally useful ends, broadening the ordinary texture of this orchestra's string sound without thickening it unduly. To say that it was down-to-earth Mozart may also suggest that it did not take wing, which is not an inaccurate conclusion. But it respected the composer's intent, fulfilled his architectural design, and honored the grandeur of his musical conception, a fair enough collection of clauses for an artistic citation.

Edith Peinemann, who comes well recommended from Germany as a violinist, showed why at her Town Hall debut. She is soundly schooled, with a warm singing sound activated by a firm control of the bow, modulated by excellent finger action and a quick, sure vibrato. Her best traits of musicianship and stylistic sympathy were advanced in the G minor Sonatina of Schubert, for she is wanting, yet, in the breadth of power to dominate Beethoven's "Kreutzer." Her career should be a pleasure to observe. Leon Pommer's support at the piano aided Miss Peinemann no little.

—Irving Kolodin.

TV AND RADIO

A "Political Clinic" Program?

BROADCASTERS missed a bet in the 1962 election campaigns. They had many opportunities to talk directly to their audiences about the difficult problems encountered in trying to live up to the "equal time" provision, Section 315, of the Federal Communications Act; but they failed to take advantage of their opportunities. Next year they might consider presenting over their stations some sort of "political clinic" program in which station managers or staff newsmen lay bare the broadcasters' unhappy lot come election time. Many managements of TV and radio stations editorialize on the air; some even solicit and answer questions asked by their audiences. But none yet seem to understand the necessity for specific education of the public in the complexities of hewing to a fair, practical line that affords equal opportunities to all candidates, and at the same time satisfies the FCC's "fairness doctrine" rule, which requires that stations "afford reasonable opportunity for the discussion of conflicting views on issues of public importance."

Certain New England television stations might have benefited themselves and their audiences by such a program during the primary and election campaigns for the United States Senate seat from Massachusetts. WPIX (Channel 11) in New York City might have been spared a flurry of criticism in New York's senatorial race. These are merely two publicized examples; many other stations undoubtedly had similar experiences. The Kennedy-McCormack primary debates were televised from Massachusetts. This observer criticized broadcasters who arranged the debates for their failure to include the Independent candidate for the Senate, H. Stuart Hughes, who would have contributed real alternatives to what appeared on the tube as a Kennedy-McCormack adventure in togetherness devoid of significant issues (*SR*, Sept. 22). Letters from readers pointed out that I erred in thinking Hughes a candidate for the *Democratic* nomination. Some who wrote quoted applicable 315 policy which holds that equal opportunities need be afforded only to candidates for the same party's nominations. None noted, however, that FCC policy also requires that a "station's actions in this regard . . . be governed by . . . the fairness doctrine" mentioned above.

Later, Mr. Hughes made the surprising assertion in the *Boston Herald* that while he should be on the same platform with Democrat and Republican candidates for the Senate, splinter candidates (Socialist Labor and Prohibition) should not because there was "no massive demand from the citizens of Massachusetts." An FCC rule states that no station may make "any such subjective determination . . . with respect to a candidate's chances of nomination or election."

In conversation with an official of a Boston TV station, I learned of the tough-minded, behind-the-scenes jockeying of the candidates for most favorable track positions on the air. This station wanted to do an honest job under Section 315; and it found itself, like most stations, squeezed by the FCC, the office-seekers, and the public. Stations, let's face it, consider seriously their post-election relations with successful candidates. Wouldn't it have been useful if this particular station, in a "political clinic" program, had aired some of the difficult choices it faced?

New York's WPIX was startled when it received irate calls from more than 300 viewers after giving equal time to splinter party candidates in the New York race for the U.S. Senate. The Socialist Workers Party candidate criticized President Kennedy's actions in the Cuban crisis. Station officials told complainants on the telephone that they were only abiding by the Section 315 equal opportunity provision, but most complainers had probably never even heard of Section 315. The cross-currents of criticism besetting broadcasters are the result of the industry's failure to explain their problem directly on the air. It's a difficult problem. At one extreme, many broadcasters want outright repeal of 315 and complete freedom to report campaigns as they judge best. At the other extreme is the dizzying requirement to a profit-based and essentially entertainment industry to give equal opportunities to every qualified candidate, no matter how many. The quest for a middle way continues. Equal opportunity should be balanced with the fairness doctrine; and stations should make some creative effort to find formats that live up to the spirit as well as the letter of the law. And while they're doing this, they ought to let their audiences in on the dilemma—judiciously but forthrightly. It would be useful broadcasting communications. —Robert Lewis Shayon.

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BOOKED FOR TRAVEL

The New Continent—3. Hemingway's Heath

THE SNOWS of Kilimanjaro, once a dramatic view largely reserved for wealthy hunters being convoyed on safari, have lately been exposed to unarmed voyagers who are invited to camp at the foot of the 19,563-foot peak and inhale the adventures that wait at almost every turning here on Hemingway's heath.

It is a nasty, dusty, and tiresome ride from Nairobi to the Masai Amboseli Game Reserve, an enclosure of some 1,300 square miles administered by the Masai African District Council, in which Masai tribespeople, wild animals, and travelers all wander free, and largely unfettered. The Masai, a lordly, blood-drinking band of nomads, live in huts of sun-baked dung; the travelers stay in thatch-topped huts or in tents, and the animals, aardwolf, baboons, buffalo, and bushbuck, elands and elephants, impalas, lions, waterbucks, wart hogs and wild dogs, take their chances with one another in the great plains of thorn trees and bush.

If the drive down from Nairobi is enervating, it does afford the first look at the Africa which one might have expected to find. Zebras appear on the open lands alongside the road. Then giraffe and wildebeest. As one approaches the Masai preserve there are the Masai themselves, the more urban types to be sure, but still bizarre enough to startle the tenderfoot on tour. They wear ochre robes, carry spears, sometimes dye their hair, and put plugs in their ear lobes. One young boy I came upon had a bottle cork inserted in each lobe, and an old man who had undoubtedly been practicing similar distendations for decades, now had great dangling loops of skin that brought the bottom of his lobes clear to his shoulders. For good measure he wore a safety pin through the top rim of his ear.

By midday we had made the Namanga River Hotel, a rustic inn on the border between Tanganyika and Kenya. From this way station travelers can roll the seventy-two miles to Arusha, a German-influenced town that is a base for safaris; or enter the Namanga gate for the fifty-two-mile run over the dusty lava track to the Ol Tukai Lodge. We ate the seven-shilling lunch on the screened loggia and headed across the barren plain of Amboseli that is not a park but a reserve allotted to the Masai for grazing.

The *bandas* at Ol Tukai are plaster cottages topped with thatch, offering comfortable and protective shelter, but my advisers at The Travel Bureau Ltd. in Nairobi thought I ought to have a look at the Real Africa, and accordingly I found myself reporting to a tent camp

(*Continued on page 45*)

—*H.S.*

Under canvas at Kilimanjaro—"nothing to do but dream of three-sided baboon teeth."

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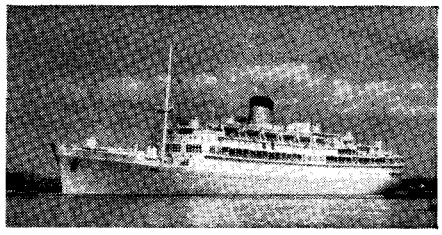

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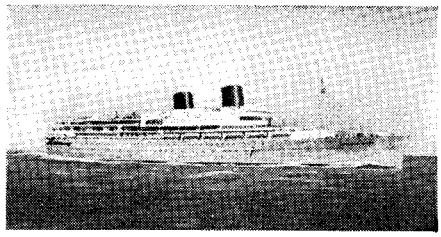

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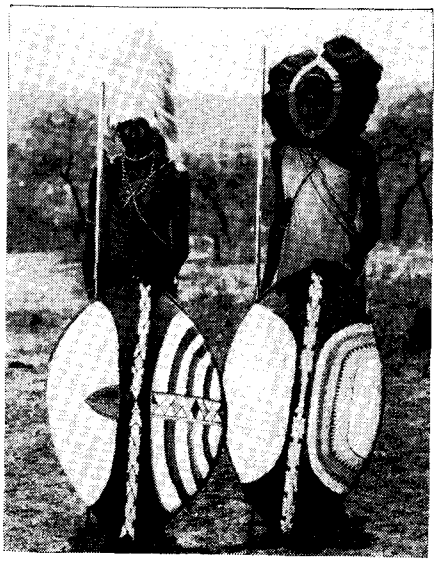
THE MASAI

—*Photo lower left, H.S.; others Kenya Information Services.*



Masai women, above left, live as concubines with the *moran* in these dung huts. Like the belles at top, they are frequently adorned with jewelry. The elite *moran* are conscious of cosmetics, too. The men, center, as young warriors, are entitled to plait their hair with ochre and dung. For special ceremonies they don the tall headdresses above, which are made of lion hide. trophies of past battles with spear, shield and machete.

OF KENYA'S assorted tribes, none has piqued the Western imagination more than the Masai, who are proud, dignified, and superior, and know it. They maintain great herds of cattle which supply their basic diet needs, blood and milk. The blood is extracted by shooting an arrow with a curved head into the jugular vein of the cow, draining off blood in a gourd which, for sanitary purposes, has been washed with urine. A plug of dung is placed over the wound, and the beast recovers. For the tribal population of some 60,000 Masai who live both in Kenya and Tanganyika, there is said to be an estimated 750,000 head of cattle.

There seems little doubt that the Masai came from the north, possibly from some Egyptian race. Amateur anthropologists have looked for links among the natives of Eritrea and some, fancifully, as far afield as the Caucasus. But no writer has failed to find the beauty and the nobility. In "The Lion," Joseph Kessel talks of "mask-like faces . . . possessed of an almost funereal beauty" with "stiffly carved features . . . like the profiles of some ancient Egyptian tomb." Kessel's Masai *moran* was "proud as a demigod, though his only food was blood and milk, his only shelter the dung cast by scrawny cows."

The Masai organizes its youth and insists on compulsory military training. The young warriors remain in a noble class while they are *moran*, or elite fighters, and they carry a spear and a knobkerrie, plait their hair with ochre and dung, and live with selected courtesans. Before Kenya was colonized, the Masai attacked other tribes who not only feared them but copied their systems and their weapons. They successfully resisted the Arab slave traders, and it was only with the pacifying methods of the British, who entered the scene sixty years ago, that the hostile proclivities of the Masai were suppressed. Still, to this day they import a healthy sense of respect among members of other tribes. When the Mau-Mau trouble erupted, the Masai approached the British and offered to settle the problem, presumably with knobkerries and spears. As tempting as the offer was, the British demurred, fearful that once set against the Kikuyus, the tribe from which the Mau-Mau emanated, it would be difficult to keep them from committing total annihilation.

The warriors today use their spears mainly on lions. From those they kill, the Masai fashion tall, ornate headdresses which they wear on state occasions. Their meetings with members of the British Royal Family, when the proud Masai appear in their primitive busbys and the Crown's proud representatives affect their plume-topped pith helmets, have produced some memorable photographs.—H.S.

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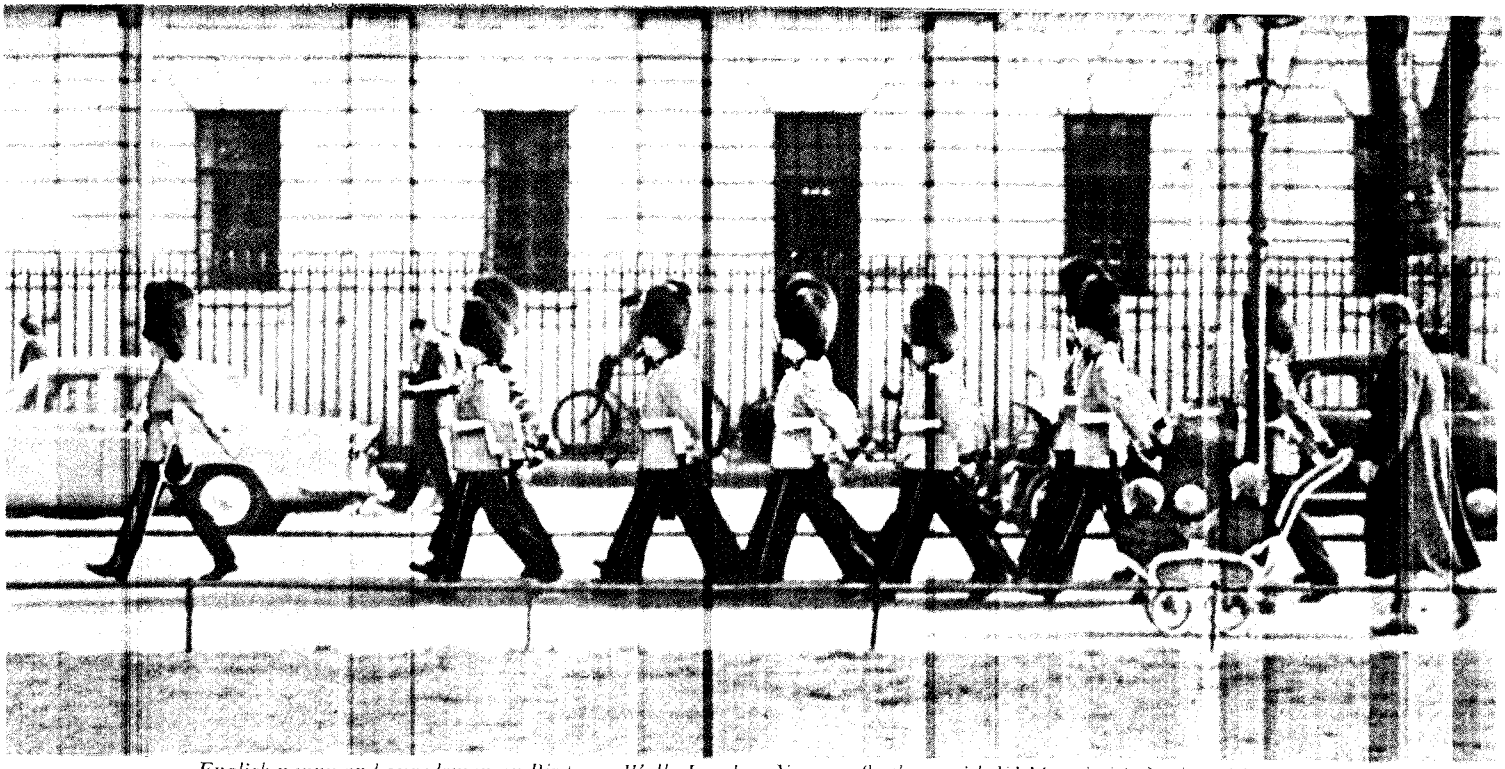

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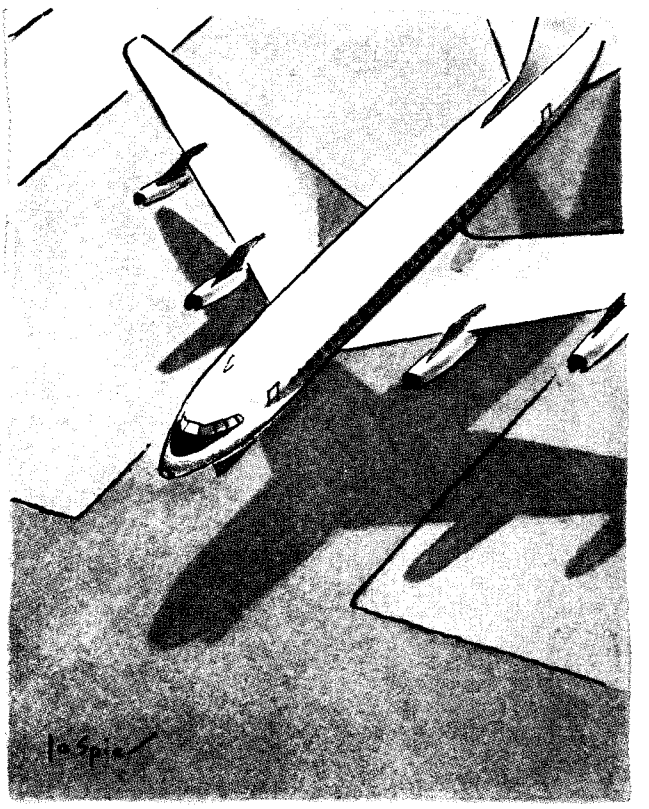

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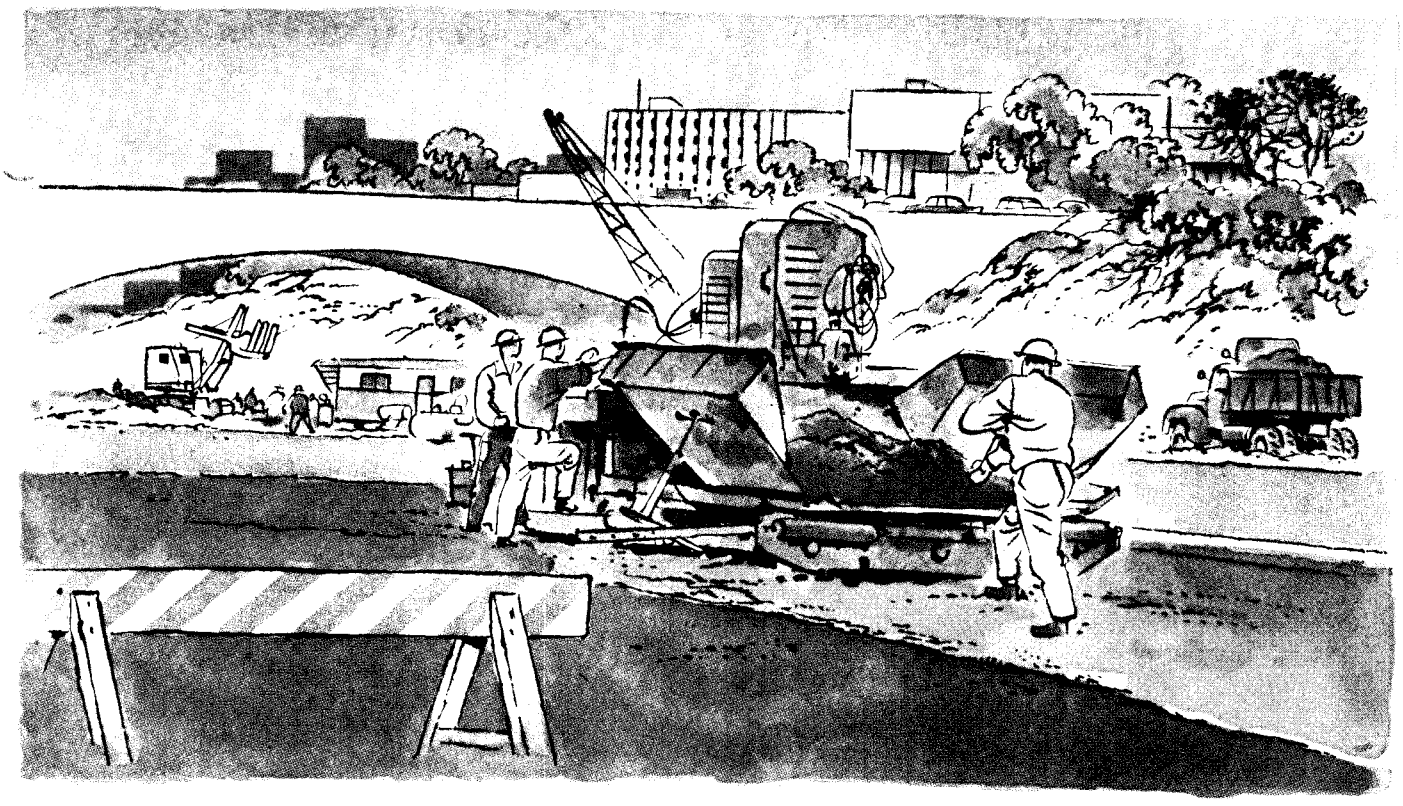

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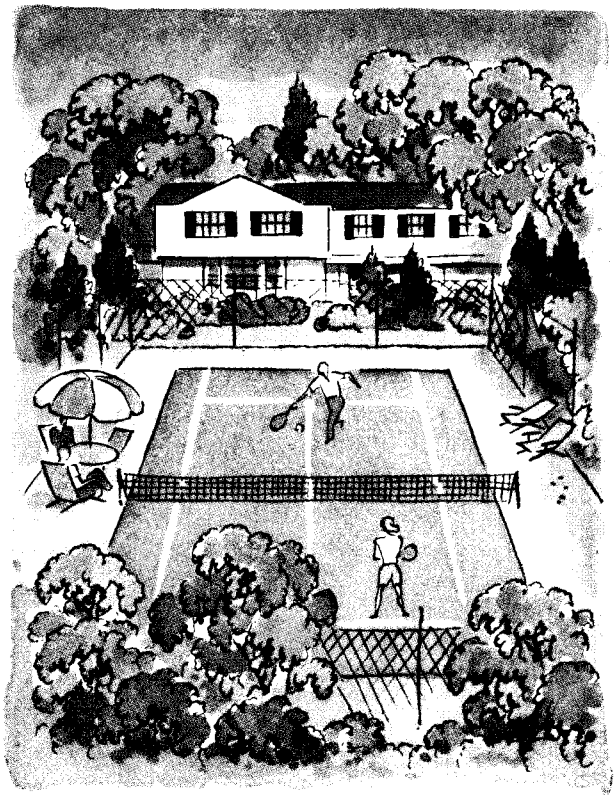
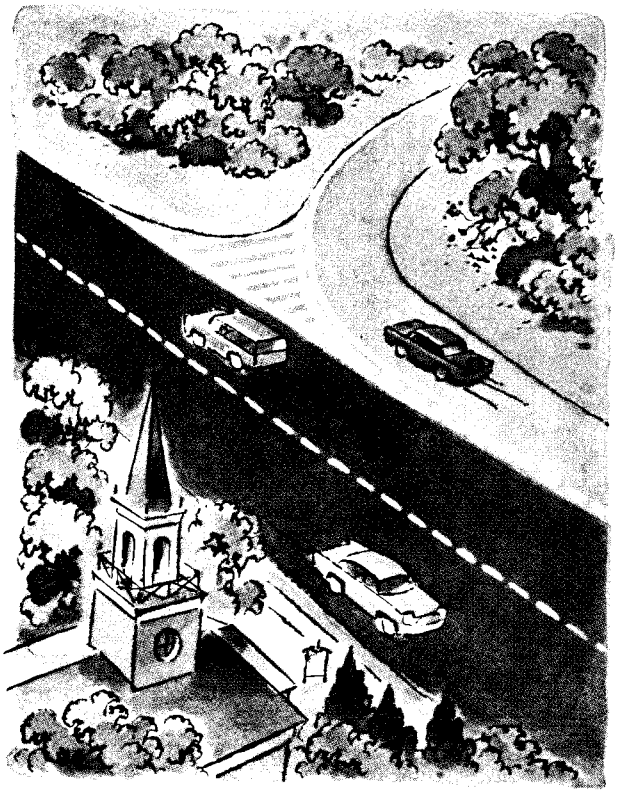


in driveways, walks and patios. One family has even installed a grass-green synthetic tennis court. Thus, Esso's continuing product research . . .



could transform our streets and countryside into safer, more colorful places. *Business, conducted with imagination, often produces unexpected benefits.*

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Sam Woodham and family. He lives 10 minutes from the beach and he works 10 minutes from the beach—in Puerto Rico. Photo by Tom Hollyman.

Winter sport—for International Paper's man in Puerto Rico

OUR photograph could have been taken in June or at Christmas. The larger of the two fishermen runs a plant for the International Paper Company in Puerto Rico. His name is Sam Woodham. He enjoys Puerto Rico's sun and sea 12 months a year.

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Continued from page 39

run by the safari outfitters of Ker and Downey set up at the edge of a clearing in full view of the majesty of Kilimanjaro and, I suspect, of every passing lion. Bearers in fezzes and long *gelibeyahs* fetched brass pitchers of water and we washed off the first layer of lava dust in portable wash basins set up on folding tripods.

By now the cool of the afternoon had come on, and, engaging a ranger who appeared in khaki shorts and a *képi* with a neck flap out of Beau Geste, we set off in our ordinary Chevrolet for a look at the game. Safari wagons with portholes in the roof were criss-crossing the plains and we stopped often to exchange information with other drivers and rangers. The first African elephant sent me soaring with excitement. He stood knee-deep in the tall reeds drinking the waters of a lily-padded pool, a white cattle egret atop his head. With an economy of motion, a mere flick of a lean black wrist, the ranger sent the Kikuyu driver down dusty paths and across trackless stretches of the bleached bone-colored lands. In the dust we came suddenly upon a rhino and then three more. On the flats a party of Grant's gazelles wandered aimlessly, their white rumps catching the tint of the fading sun. When we turned for home we found a rhino blocking the road, and the ranger stopped the car. There is no profit in a showdown between a stock car and a rhino horn. The sun was sinking and I wondered, should the rhino have elected to spend the cocktail hour on the roadway, just how, once the darkness came on, we were going to find that cluster of tents somewhere in this 1,300-square-mile reserve. By the time any respectable city would have been turning on the street lights, the massive beast lifted his hulk and, with two birds, like planes on an aircraft carrier, atop his back, slid down the ways into a pool by the shoulder of the road. We sped past him in a swift maneuver, dust washing against the windows like flurries of fine tan snow.

At the camp, which to my surprise, as well as my relief, we found in short order, pots were bubbling on open fires, bearers were hustling about with pitchers of water, and the travelers were exchanging communiqués on the afternoon's sorties as avidly as a platoon of bird watchers just in from the marshes. Peter Fleming, the goateed camp manager, or white hunter for those who would stay in the local idiom, offered us a choice of hot bath or hot shower. Every tent had a rear compartment with a canvas tub, but

—*H.S.*

Dust on the windows like fine tan snow.

for the shower one must repair to a small canvas enclosure and stand under a suspended bucket. By now a chill wind was blowing down from the lofty heights of Kilimanjaro and I decided to settle for a rinse at the wash basin. If some of the game we had seen that afternoon had decided to visit the camp I didn't care to be surprised at the bottom of a canvas tub. There would be, I felt, considerably more protection if one were in one's clothes.

A fire burned briskly in front of the clearing that spread before the single street of tents, a mark of civilization which some untutored companions assured me would keep the game out all night. Mr. Fleming, whose motives I have since begun to suspect, disabused me of that small assurance, for it would be, he told me, too much of a fire

—*H.S.*

Amboseli's entrance—still bizarre enough to startle the tenderfoot on tour.

Tsukiko

■ Tsukiko Yamazaki's father is a professor of botany, but her own interest in flowers is mainly aesthetic. As a girl she studied ikebana, flower arrangement, and also origami, the ancient Japanese art of folding paper into flowers, birds and other shapes. With such a cultivated feeling for beauty and serenity, it is not surprising that Tsukiko makes a charming hostess on the DC-8 Jet Couriers of Japan Air Lines. In her colorful kimono she is herself a living and lovely part of the calm beauty of Japan that surrounds you as you fly to the Orient at almost the speed of sound.

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hazard. "Then what keeps out the game?" I asked him in as clinical an air as I could muster. His answer rang with innate brevity and the authority of years in the bush. "Nothing," he said.

We dined together in the lantern-lit mess tent, and while the bearers in their long gowns swished back and forth with bowls of soup and stew, Mr. Fleming held forth on the possible casualties that might befall human intruders abroad in the veldt. One should not, Mr. Fleming cautioned, sleep with one's arms outstretched, for an exposed limb to a passing hyena would be like offering a banana to a monkey. The worst bites, however, are inflicted by baboons, whose teeth are like three-sided saws; the food particles that remain in them would insure a case of gangrene to any hapless individual they might choose to nip.

Zipping up one's tent might on the face of it afford a certain protection, but Mr. Fleming did not believe in it. If an animal, a lion say, were to find his way inside a zipped up tent, neither the beast nor the indivdual would be able to find a way out and the place might get a little crowded. In his own case Mr. Fleming preferred to sleep with his tent flaps open, relying for protection on the mosquito netting under which he always slept. Lions do not seem to attack people sleeping under netting, Mr. Fleming said, there having been only one case in his memory when a lion upset the theory and badly mauled a well-netted traveler at a neighboring encampment.

WE had a drink together in the canvas chairs in front of his tent, and Mr. Fleming said he hoped the night would pass uneventfully. He was habitually being awakened by frightened excursionists who, flashing their torches in the blackness on the way to the lavatory, had found the path barred by the massive hulk of an elephant. "Unfortunately," he explained, "once I go to bed, the watchman seems to fall asleep, too." He bade me goodnight, and there was nothing left to do but repair to my own tent next door, zip up the flaps, climb under the netting, and dream of the three-sided teeth of the baboons. It was a fitful night at best, during which I wondered what had prompted me to choose a night under canvas at the foot of Kilimanjaro instead of a night under silk sheets at the foot of Beverly Hills. The bearer who arrived with the dawn and unzipped my tent was no less welcome than a squad of U.S. Marines.

There were guinea fowl on the savannah by the time we were out of camp, waterbucks were crossing horns in an early skirmish, and a family of cheetah sat alone on the great beige

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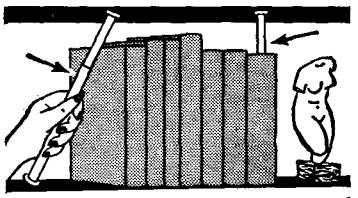

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plain. A male lion rested in the cool of a glade near the water hole where the plains game come to drink, and a herd of elephants, their giant ears flapping, stumbled along the edge of a pool, breakfasting on shredded reeds.

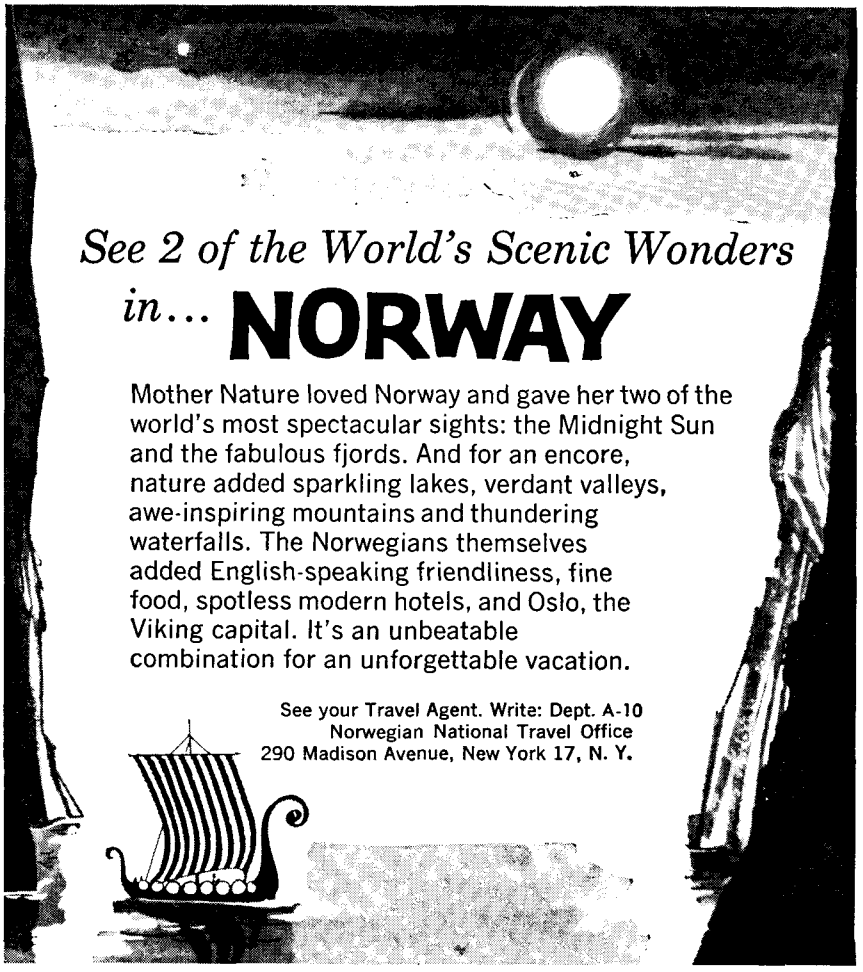
At breakfast back at the camp later that morning, Fleming suggested a visit to a warrior's *boma* forty minutes away in the bush. We rumbled in his huge safari wagon, through wadies and over brush, navigating by dead reckoning, for this corner of the reserve was trackless desert. The flies descended in clouds at the *boma* while we spent half an hour dickering with the elders, Fleming speaking Swahili to one Masai who would translate to the others. We needed the permission of the warriors themselves, but they were in council 200 yards in back of the village. We drove down to them, a lean and handsome lot of young men, their hair coifed with red ochre and formed into exaggerated widow's peaks in front. Their hard brown limbs were covered with loose robes and they carried six-foot spears sharpened at both ends. Fearless hunters of the lion, they are also dauntless bargainers. They wanted seventy shillings, or ten dollars, for the right to enter and take as many pictures as we wanted. We made a brave try for less and lost, and when we presented a large note they sent for the tribal treasurer, who produced the change.

The young chief, perhaps twenty-five years old, rode the safari wagon with us back to the village surrounded by thornbush to dissuade encroaching lions. A wizened crone was weaving the framework of saplings for a new hut. Later, dung would be slapped on the sides to dry and bake in the sun. A tunnel entrance would be fitted at right angles to the hut on the theory that no lion would hook to the right in the darkness. The heads of the women were shaved and they wore broad collars of beads, but they were totally expressionless and never moved to flick away the flies that descended on lips, ears, nose, and body, as relentless and as conscienceless as a Chinese horde. Only the children tittered and smiled and moved from my camera into the security of the huts.

In the center of it all stood the chief, ringed by his huts, his feet in the manure of the cattle that was now out to pasture. His right hand held his spear, and far above his head I could see the rounded white top of Kilimanjaro like a baseless apparition floating there in the pale African sky. Despite the anachronisms, he made a regal sight and to me an indelible one. I shall, I suspect, always be able to summon it at will, whenever I think of Africa.

—Horace Sutton.

(*Third of a series.*)



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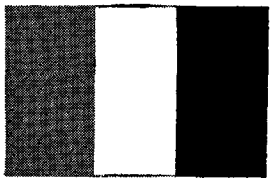

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BROADWAY POSTSCRIPT

Unstrung Quartet

THE NEW imported revue, "**Beyond the Fringe**," abounds with mad, erudite blasphemy against contemporary British life expressed without anger by four young Englishmen. One hesitates to call them performers because they have an air of being on holiday from more respectable future careers as they poke scholarly fun at sacred traditions they don't really wish to change.

That the targets of their joshing are predominantly British is easily ascertained by the simple test of attempting to find American equivalents for their scapegoats. For instance, when a group of conservatives tries to brainwash a Soviet visitor into giving Khrushchev the bronx cheer, only to wind up with the startling discovery that that undignified noise sounds more appropriate after "Macmillan," even the staunchest Republican theatergoer would have to admit that substituting Kennedy wouldn't be as effective.

Similarly, their lampooning of an Anglican vicar who patronizingly goes all out to bring the young people into the church by turning it into a fun place, and by reducing Biblical myths and ritual to an empty modern reasonableness, is not quite the same as portraying an American minister's reluctant stooping to bingo socials. And the subtle absurdity of the British postwar documentary film, which they also satirize, is quite different from what one might choose to ridicule in American movies.

However, this slight quaintness may make "Beyond the Fringe" an even bigger hit on Broadway than it was in London's tiny Fortune Theatre. For an entertainment-minded audience usually has more fun laughing at the foibles of other people than it does laughing at itself.

There are, of course, some moments in the evening when Americans can feel more directly involved. We are deliberately though politely twitted about our failure a year ago in Cuba. And what could be more timely or apt in the present world crisis than their mock-sober reference to Bertrand Russell as "that great philosopher and nudist"?

Then, too, several sketches involve practices common to both our countries, such as the one in which two professors use their superior intellects to create a hilariously unreal academic plateau on which they can hop madly about like preoccupied penguins. And some of the proceedings are disciplined eruptions into pure comic silliness.

In the latter category is Dudley Moore's elaboration of the "River Quai" theme into a grandly symphonic piano concert which keeps growing to such proportions that he becomes progressively unable to end it. Appositely, this "four Fringe-er exercise" turns its own finale into a delightfully mad spoof of the cliché of modern Shakespeare production.

Each man appears to have a particular comic personality to which he more or less adheres throughout the evening. Jonathan Miller, a sort of younger W. H. Auden in appearance, is a constantly volatile and wildly grotesque buffoon. Alan Bennett trades drolly on a nasalizing hands-in-the-pocket caricature of smug hypocrisy and condescension. Dudley Moore uses his short stature to portray a comically defiant and abrupt patsy. And Peter Cook always employs introspective reasoning to arrive at a ridiculous if socially necessary moral.

What these four men, who write their own material, appear to have accomplished is something more than the usual frightfully clever British revue. Beyond being simply entertaining, which it is, it also manages to be a very neat externalization of the private thoughts of a younger generation that has inherited the traditions but not the illusions of its forebears.

There is not room at the moment properly to discuss a new theatre organization called the Writers' Stage Company and its inaugural offering, "**P.S. 193**," at its 83 East Fourth Street theatre. This new play by David Rayfiel is for a good deal of the time more vital and forceful theatre than you will find anywhere in town. Its two main characters are fascinatingly complex. One is a brilliant professor of philosophy who sees life too objectively although with considerable passion. The other is a student back from the Korean War obsessed with the project of destroying this teacher, who symbolizes for him the irresponsible gap between talk and action. Severn Darden and James Earl Jones play these roles with a terrifying degree of total involvement, stopping just short of murder. Unfortunately the playwright does not resolve his play at the level on which he has written its most challenging scenes, but he has nevertheless given the Writers' Stage Company a genuinely exciting opening bill.

—HENRY HEWES.

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International Change

Continued from page 18

of change in the world, but it is a minor part. We are often told that the fatal flaw in our present world organization is that it does not have the power to pass binding legislation and thus to change existing law when existing law becomes a drag upon progress or a source of injustice. And yet, see what has happened even in the absence of this legislative power. During the lifetime of the United Nations, there has occurred a more rapid and wide-scale series of changes in political relationships than in any comparable period of time. The colonial system has been almost completely dismantled. Some fifty new countries have come into existence. In some instances there was indeed bloodshed. For the most part, however, and particularly more recently, this change has come about with surprisingly little physical conflict. As John Gunther wrote in *Think* magazine for January, 1962: "With a minimum of violence twenty-nine countries [of Africa], some of them primitive in the extreme, have reached national freedom . . . and in the majority of countries the amount of disorder that resulted was less than what occurs in Chicago on a noisy Saturday night."

If we look again at our initial division of international change into political change on the one hand and economic, social, and related change on the other, we must concede that the larger part of the process of changing basic international political relationships has already been put behind us. Some difficult colonial problems remain, and new political relationships in the form of federations or other groupings will no doubt have to be worked out where the small new countries are not viable units. The larger part of the remaining task of change has to do with standard of living, populations, education, health, and all the other factors that separate the poverty-stricken areas of the world from the goals they are setting for themselves. As to this kind of change, the lesson of history is eloquent and emphatic. It cannot be achieved by bloodshed and war; it cannot be achieved by disorder and lawlessness; it can be achieved and will best be achieved in a world in which the powerful human drives for accomplishment, invention, exploration, and construction are allowed fullest expression because of the guarantees implicit in the rule of law, and in which the pressures for changing legal rights and relationships as necessary are channeled into orderly courses, through an international organization expressing the conscience and good sense of the world community.

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This monthly supplement is sponsored by the Fund for the Advancement of Education, which has prepared its contents in cooperation with the staff of Saturday Review. The editors of SR retain responsibility for the material appearing in this supplement.
Correspondence regarding manuscripts or editorial content should be addressed to: Editor, Education Supplement, Saturday Review, 530 Fifth Avenue, New York, 36, N. Y.

Rebirth of Hope at Ole Miss?

EDITOR'S NOTE: *The author of this guest editorial is one of the South's most distinguished newspapermen. He is publisher of the Atlanta Constitution and has received a Pulitzer Prize for editorial writing.*

"I TRUST it will not be misunderstood," wrote a member of the faculty at the University of Mississippi, "if I say that every time I see James Meredith on our campus the tune and words of an old spiritual run through my head: 'Swing Low, Sweet Chariot, coming for to carry me home.' Some of us here see in him, and the slow evolving meaning of his entrance and presence, a destiny-sent chariot, swung low, to lift this university and all who love it and hope for it out of the morass of fear, educational inadequacies, and make-believe in which it has so long lived.

"To speak in the vernacular of the times," he continued, "we are freedom riders riding the hope symbolized by Meredith's presence. Through him freedom may come to thought and teaching. We may, in time, be able to turn to the business of education and creating a university worthy of the name. It will not be soon. But hope has been born."

One of the faculty at the university at Oxford, Mississippi, is writing a book on thought control in education in the years since 1954. If the book finds a publisher, as is likely, it will explain a condition which made Mississippi, if not unique, at least somewhat "different" insofar as control of thought and restrictions on academic freedom are concerned. The White Citizens Councils were organized in the state soon after the U.S. Supreme Court declared segregation on a basis of race to be unconstitutional. Within an incredibly brief time the CC's were active in every county in the state. Their center of power moved inevitably from the Delta, where the idea was initiated, to Jackson, the state capital city. It became headquarters for the statewide Citizens Councils Association because political power was centered there. A subsidiary of the association was the Citizens Council Forum. State tax money soon was being paid to the Association at the rate of $5,000 per month. The Forum began to turn out films and taped programs for broadcasting on hundreds of radio and television stations. Since 1954 no governor and no legislature has been unaware of the Association. Governor Ross Barnett is a member. It is estimated that about 95 per cent of the legislature is affiliated.

A block-by-block, house-to-house survey was held in Jackson, and in other towns, to determine segregationist "attitudes." That this was an indirect form of intimidation was obvious. When, in 1955, a petition for integrated schools was presented in Jackson by forty-three Negroes, all of them in private employ almost immediately lost their jobs.

By 1955, university professors and ministers had become used to the inevitable man with a tape recorder at public speakings or panel discussions. University and college students, reflecting what they had heard at home, or what they heard from radio or television or read in their newspapers, began to spy on professors and send in accusations, signed

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or anonymous, accusing them of being soft on Communism or segregation. A great statewide silence fell save for the CC programs. In time there seemed to many Mississippians to be but one voice —that of the CC's. As the power of the CC's grew, it corrupted. Some of its investigators, in talking with teachers, ministers, editors, or any person who had voiced "moderate" opinions, subjected them to coarse, vulgar, and on occasion profane tongue-lashings and intimidations. In the span of about two years roughly one-fourth of the faculty of Ole Miss left, on orders, on "advice," or in a great hurry to be out of the witch-hunting, thought-control climate.

But always there was a small, hard core of professors who, in a very real sense, went underground. Their contemporaries in states where there was academic freedom and a state government undominated by a semi-secret society wondered why they remained. Some of this group had economic and family roots and responsibilities which made it impossible to quit. But all of them stayed on because of a sense of responsibility. They were suspect by those of the faculty who collaborated with the CC's to maintain a gestapo-like atmosphere. Some, indeed, were subjected to spying and denouncements by fellow professors. Nonetheless, they held on. There was in them that curious, stubborn streak which enables man to endure what he daily feels he cannot endure another day. There was, for these, a feeling of obligation to stay which they could not or would not put into public words.

"In the days before, during, and after the riots and tensions at Oxford," said one, "it was inevitable that some of us thought of the but lately dead William Faulkner. His characters were fragmented, divided against themselves in objectives and the essence of themselves. So were we at Ole Miss and in Mississippi. We were in Yoknapatawpha County. It had been Faulkner's symbol of how the South, and more particularly the Mississippi South, became the victim of itself and its own institutions and those who made up its power structure. The riots seemed almost a post-mortem chapter."

Whatever their motivation, there were a relatively few good men who held on. It is they who now hope. It is they who will be the cornerstone of a free university if, as they hope, academic freedom one day does return to the state.

They believe, with reason, that the presence of James Meredith will force the University students, as few have, to think about the racial problem, the constitutional guarantees of citizenship, and their own relationship to the great social issue of their generation. The more sensitive faculty members have had long years in which to observe. They believe the students of the State University are, and long have been, isolated from the main stream of national and international thought and ideas. The student actions since the riots confirm what faculty members describe as a most unbelievable lack of interest in, and opinions about, events and ideas in the rest of the nation and the world. Some students still respond to the encouragement of the CC's to harass Meredith and to continue disturbance.

There is no tradition of dissent or liberal thought on the Ole Miss campus. There are, to be sure, always the few individual rebels, the nonconformists. But they have no rallying point.

The College Characteristic Index found that Mississippi students place a high value on possessions, status, and the material benefits of education. They were at opposite ends of the pole from the values prevailing at liberal arts colleges and some state institutions.

Standards at the university have remained relatively low, despite efforts to raise them. One factor contributing to this is a state policy admitting any high school graduate who has completed the required secondary school courses—regardless of his grades. The curriculum is not regarded as sound, though some individual teachers are superior and obtain excellent results. The university supports no debating society, no student literary publication. It has never been able to obtain a Phi Beta Kappa chapter. Newspapers and magazines are not readily available on the campus or in Oxford. The student newspaper has been harassed by the state legislature and the CC's.

The university, in a state with the lowest per capita income in the nation, has been starved by lack of adequate appropriations. Attendance costs are about $1,200 per year, at a minimum. This is beyond the means of most Mississippi youths. Some observers have described Ole Miss as more like a club than a university. When the riots came one observer said, "My God, this is the state's elite group."

It should be noted, in discussing standards, that Mississippi has the smallest national percentage of persons who vote. The adults also are isolated. Mississippi is one of the five remaining poll-tax states. The state was a part of the Dixiecrat rebellion against President Harry Truman's nomination in 1948. In 1960 it withheld its electoral votes from the national nominees and presented them to Virginia's Harry Byrd.

It is against this melancholy background that James Meredith has emerged as a symbol of change. Resistance remains strong, angry and determined. But the state has reduced its payments to the CC's Forum. The governor has had to call off a Chicago dinner at which he was to have addressed 200 Midwest industrialists on the happy life and advantages in Mississippi. One hundred business leaders have called for a recognition of law. The faculty supporters of the CC's no longer seem quite so arrogant and assured. They and the student informers have seen that the CC's are not, after all, greater than the government of the United States. They have been forced to think on constitutional rights, common to all.

Hope, therefore, glimmers at Ole Miss. It is a tiny flame. But it burns.

—Ralph McGill.

Postscript

- While it is obvious that errors in judgment were made by those in authority on the university campus on Sunday, Sept. 30, we have evidence that the attempt of men in prominent positions to place all of the blame for the riot on the U.S. marshals is not only unfair and reprehensible but is almost completely false. We encourage an investigation. . . .
- While all citizens of Mississippi and the United States of America have the right to disagree in every peaceable and legal way with the law of the land as interpreted by the Supreme Court, it is the duty of every patriotic citizen to obey it. We believe in the use of the courts and ballot boxes to state our convictions; we oppose and deplore the useless employment of clubs and missiles against fellow citizens in behalf of any convictions whatsoever.
- Riots, weapons and agitators have no place at a university. This university can better carry on its important part in the march toward progress and prosperity in Mississippi without any of these. With the cooperation of the overwhelming majority of law-abiding Mississippi citizens, the University of Mississippi can return in the near future to the normally peaceful conditions essential to education. . . .

—From a statement issued on October 3, 1962, by the University of Mississippi Chapter of the American Association of University Professors.

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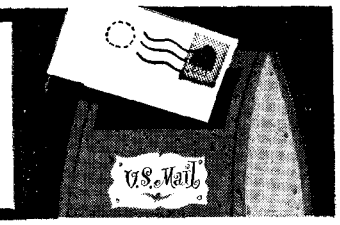
Letters to the Editor



KOERNER ON NCATE

JAMES D. KOERNER'S article "Teacher Education: Who Makes the Rules?" [*SR*, Oct. 20] is in error on at least four points. By this I mean that his information is incorrect or incomplete.

First, he states that thirteen of the nineteen Council members are appointed by departments of the NEA. This implies that all seven members appointed by the American Association of Colleges for Teacher Education are NEA representatives. In actual fact, the AACTE members represent institutions, and five of the seven are representatives of liberal arts colleges.

Second, in the body of his article he states, "NCATE attempts to accredit only the professional part of a teacher's education. . . ." The quotation from the NCATE Standards, which is boxed on the first page of his article, indicates that his statement misses the point. The position of the Council is that the total teacher education program is evaluated and accredited; not the school, division, or department of education. The Council gives attention to the amount and kind of academic work offered for prospective teachers.

Third, Mr. Koerner works hard to create the impression that any position relating to teacher education advocated by any constituent member organization is binding on the Council. The Council is made up of representatives appointed by five organizations, plus three from an *ad hoc* group not officially representing any organization. The policies and positions held by these organizations, however, are not binding on the Council. These organizations do not attempt to speak for the Council nor the Council for them. The use of NCATE accreditation in the certification of teachers is the point he labors here. On this, the position of the Council is clear. It encourages the states to use NCATE accreditation to facilitate the movement of teachers across state lines. This means the automatic certification of applicants who have completed accredited programs of teacher education bearing on the certificate requested. The State Directors of Teacher Education and Certification have recommended that states also develop policies and procedures for the certification of applicants from institutions not accredited by NCATE.

Fourth, Carleton College may have considered itself a test case, but the Council did not. Similar action was taken on some twenty other institutions in 1961. All were granted the same privilege of a review in April, 1962, for the purpose of clarifying certain policies and practices and reporting improvements made since the Council took tentative action in 1961. Sixteen other institutions exercised the same privilege as Carleton and some others were accredited as a result. There was no appeal to the Appeals Board. In fact, the Appeals Board has never been used during the eight years of its existence.

W. EARL ARMSTRONG, Director,
National Council for Accreditation of Teacher Education.
Washington, D.C.

MR. KOERNER WRITES about "the confusing tangle of accrediting bodies found in the field of teacher education." But in his enthusiastic attempt to clarify the situation, his zealous commitment to liberal education has encouraged him to describe conditions in a manner more simplified than is actually warranted.

He first raises the question whether accreditation is efficacious for the improvement of the education of teachers. Even though this question is basically important, there is only one possible answer in our society. If we do not place control of minimum educational standards in nongovernmental agencies—that is, the accrediting agencies—we must place it in the hands of the government, or return to the chaotic state of educational laissez-faire from which accreditation was originally designed to rescue us. We have chosen historically to control the standards of higher education largely through the self-imposed, self-discipline of accreditation. The fact that it may on occasion have been unduly restrictive does not deny its need, but rather indicates the necessity for renewed efforts to improve the process.

His second question—who should make the policies for accreditation of teacher education—is complicated by the disproportionately large amount of funds provided to NCATE through the National Education Association and its affiliated organizations and the reluctance of other groups to assume financial responsibilities. It is further complicated by the historical indifference of liberal arts colleges and their faculty members to organizational matters related to teacher preparation and to regulations for certification. In fact, for many years the regional associations of colleges and secondary schools excluded the teachers colleges from consideration for accreditation. As a consequence, these institutions, which have now rapidly become state colleges and universities, earlier formed their own national accrediting association which served as the forerunner of the present NCATE.

Last among Mr. Koerner's main points of issue is the charge that NCATE "threatens to become a vast academic cartel that will ultimately prevent the employment of any person for any job at any level in any public school, and perhaps in any private school as well, who has not been through an NCATE-accredited program." Whether valid or not, this is a real fear on the part of many individuals, and their fears have been encouraged by the attempts of some organizations related to the National Education Association to encourage a movement in this direction. Aware of these factors, the National Commission on Accrediting, at its annual meeting in March, 1962, adopted the following resolution:

> The National Commission on Accrediting views with concern the stipulation by any state of admission to, attendance at, or graduation from an NCATE accredited institution as a requirement, without alternate qualifying procedures, for teacher certification.

After reading "Teacher Education: Who Makes the Rules?", one might easily become depressed with the prospects. Mr. Koerner would have one believe that the so-called teacher educationists and the so-called liberal arts supporters are aligned against each other in separate camps. Fortunately this is not the case. Deans and professors of teachers colleges and schools of education are sharing with "their academic colleagues" concerns with most of the issues outlined by Mr. Koerner. This fact is a good augury for the future, but it is not sufficient. The concerns with NCATE expressed by Mr. Koerner and shared by many teacher education and most liberal arts professors and administrators must be translated into action. Most important is full cooperation in developing teacher education programs. Next is an increased proportion of financial support for NCATE from the colleges and universities. Criticisms are not sufficient. It must be recognized that not merely is the source of financial support for NCATE a significant factor in the composition of the Council, but that the Council establishes the policies for the accreditation of programs in teacher education.

WILLIAM K. SELDEN,
Executive Secretary,
National Commission on Accrediting.
Washington, D.C.

I AM HOPEFUL THAT "Teacher Education: Who Makes the Rules?" will stimulate your readers to seek a more complete and balanced understanding of the complex problems and issues relating to the national accreditation of teacher education. There is no problem in teacher education that is more significant or more controversial.

Those who are familiar with the work of NCATE know that the members of the Council are not instructed by the organization that appoints them. They are free to think, to talk, and vote as they wish. There has never been an instance of "block" voting (e.g., the members appointed by the NEA as opposed to the members appointed by the American Association of Colleges for Teacher Education).

There is little question that NCATE, in

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Faculty Control of University Teaching

Who is responsible for the quality of teaching in a university? Who is responsible for the trivia that clutters up our university catalogues? In this article Frederic Heimberger, Vice President for Instruction and Dean of Faculties at the Ohio State University, says that faculties have abdicated their responsibility for maintaining the quality of instruction and no longer have effective control over courses and curricula. The result is a vacuum that is rapidly becoming intolerable.

By FREDERIC HEIMBERGER

THERE is real danger at this moment that the traditional power of the faculty to govern teaching may soon be either a myth or a memory in many of our large, multi-purpose universities. This may seem incredible to most university professors, but there are clear signs of trouble ahead. While the warning cloud may be no larger than a man's hand just now, it is there and it is black enough to be cause for deep concern. Unless it is dissipated before too long, this gathering storm may eventually sweep away a major part of faculty responsibility in university affairs.

Serious questions are being raised with increasing insistence, not so much about the time-honored principle that those who know should determine what is taught as about the failure of many university faculties to keep their academic houses in order. While the voices of doubt and criticism may seem to be few and weak at this moment, they are growing in number and authority. Moreover, the critics are likely to gain strength very rapidly once the bold few have weathered the first storm of outraged faculty reaction.

The hard fact is that discriminating and effective control over courses and curricula offered in the name of the governing faculty has already become something of a myth in at least a few of our huge and very complex universities. The memory may linger on but the substance is either gone or going fast. No one has wilfully taken away this vastly important part of academic authority. Instead, the university faculty as a unified governing body has simply abdicated by allowing its great power to fall into neglect and disuse. The result is a vacuum that is rapidly becoming intolerable—and that void will soon be filled in one way or another.

All that one needs to do to find proof of neglect and disuse is to turn to the catalogues of some of our larger universities. There he will find, presumably published with the full approval of the faculty, the titles and brief descriptions of courses numbering literally in the thousands. In content and quality these will range all the way from many demanding real effort and tough intellectual exercise to many others pitched at the level of those old favorities, "elementary basket weaving" or "personnel procedures for alligator farm managers." With but a few exceptions, all will be listed as acceptable for full credit toward the baccalaureate degrees that are supposed to mark successful completion of undergraduate higher education.

A further examination of university catalogues over the past decade or two will also reveal a substantial increase in the number of highly specialized and tightly prescribed curricula, each calling for more and more fragmentation of what can be taught and learned during the student's brief stay on the campus. In a good many of these narrowly limited degree programs, the critical reader will find that the broad and deep forest of learning as a continuing process of intellectual growth has been almost obscured by the countless trees of "practical" courses which are required, it is argued, to gain immediately useful goals. Furthermore, even the casual reader will easily see that this increase in the number of excessively narrow specialties, each demanding its full quota of "splinter" courses with low enrollments, often leads to an extravagant waste of the university's resources of money, facilities and, most vital of all, its men of learning.

As individuals, many faculty members are deeply concerned about this situation. They are quite aware of what has been happening, even within their own universities, and they don't like it one bit. Gathered for luncheon or cocktails, they often complain bitterly about the sad state of academic affairs—in the other fellow's college or department, of course. Sometimes they wonder why *somebody* doesn't do *something* about the puerile courses which are taught and accepted for full credit; or about needlessly wasteful and educationally unsound fragmentation of learning.

But most of these same professors who complain so bitterly fail to realize that, as members of the governing faculty, they must each accept a share of responsibility for the cheap and the

—*Hanson Carroll.*

". . . an acceptance of individual responsibility born of jealous pride of membership in an honored profession . . ."

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shoddy, for the unnecessary and the unsound. They also fail to see the possibly devastating effects of a kind of Gresham's Law upon the respect and confidence which they have earned and richly deserve because of the great body of their solid and truly significant teaching.

The few who fully realize this danger dread the thought of what fun a clever writer with a pen dipped in the acid of ridicule might have with the teaching programs of many of our larger universities. They all know too well what a price secondary school educators have paid in public esteem for their courses in "driver education," "marching band," and "life adjustment." They also know that like materials lie easily at hand in a good many catalogues of courses offered in the name of higher education.

There was a time when university faculties had little reason to worry about public scrutiny and possibly caustic criticism of their teaching programs. Off-campus concern was usually limited to the individual professor whose search for the truth led him along strange, and thus frightening, byways of speaking, writing, and teaching. But that time is rapidly passing and lay critics, in increasing numbers, are beginning to ask sharp questions about the whole of higher education—about its real and valid purposes, about the content and quality of teaching programs, and about the wise use of costly resources. Quite understandably, some of the sharper ones are also beginning to question the hitherto unquestioned authority of the faculty in matters related to courses and curricula.

It is high time for the faculties of our large, multi-purpose universities to realize that the spotlight of public attention which has been focussed on the secondary school is now beginning to swing toward the campus. A good many professors, standing in the shadows for the moment, have chuckled with glee at the sight of public school teachers and administrators squirming in the heat and glare. But their turn is coming very soon. In fact, more and more educational writers are beginning to say that teaching in our secondary schools, once bitterly attacked, has improved so greatly that the problems of content, quality, and effectiveness have now shifted to our colleges and universities.

One might hope that the primary motive for sharply increased concern about university teaching would be to re-establish valid purposes and methods in higher education. Thus stimulated, severe and even intemperate criticism might be welcomed by many faculty members who are appalled by what they see today. But, at least in the beginning, the principal reason for increased attention and concern will probably be found more in dollar costs than in educational validity.

—Luoma (Monkmeyer).

"The questions are those of purpose, quality, and effectiveness . . ."

The people of America are going to get a rude jolt when hard facts can no longer be evaded and they must really face up to the costs of providing opportunities for the flood of students now passing through the secondary schools on their way to higher education. All colleges and universities, but particularly the very large tax-assisted ones, will be subjected to a degree of scrutiny that they have never known before. The management of university affairs will become everybody's business because it will strongly affect everybody's pocketbook.

This new and active public concern will almost surely find its origin in attempts to force all possible economies —to stretch the university dollar to its utmost limits. But, hopefully, other motives may soon gain equal importance. What will begin as an escapist's dream of a bargain basement may lead eventually to growing realization that the real questions are those of purpose, quality, and effectiveness in higher education—and that there simply must be a heavy and continuing investment in colleges and universities if the needs of America's future are to be fully met.

In the early stage, there will be strong public interest in such things as television and teaching machines. The primary purpose will not be the proper and commendable one of trying to improve instruction through the use of new techniques. Instead, it will be to find easy short cuts to lower costs. In fact, we are in this stage right now. To a great many people, the principal reason for mechanizing education is to spread the teacher over a greater number of students and thus increase his dollar efficiency.

But, at a somewhat higher level of sophistication, some of the newly interested may soon be influenced by other concerns. In addition to the cost factor, they may begin to wonder whether the narrowly prescribed curricula of certain super-specialties are educationally sound for what ought to be an introduction to a lifetime of learning by the student himself. A daring few may even go so far as to question the need for taking the student's precious time and paying the university professor's salary in order to teach things that a reasonably intelligent young person with a fair ability to read English might be expected to learn on his own.

The process of public probing into what is taught on the campus is likely to increase in scope and intensity as time goes on. Carried far enough, it will almost surely prove to be a source of great embarrassment to some of our larger universities and, particularly, to their faculties. The severest critics will contend that faculties have clearly demonstrated that they are either unable or unwilling to take concerted action that is discriminating and decisive enough to prevent even glaring weakness and waste in university teaching. Thus, in their view, it is time to place responsibility elsewhere.

This is no wild dream of what may happen. It has already been suggested in all seriousness that, for their own good, university faculties should be relieved of responsibility for planning courses and curricula. This function would then be performed by curriculum specialists or administrative officers acting directly as agents of the governing board. The proposal has been made more palatable for the faculty by a sugar coating that is ankle deep. The money saved by a more "businesslike" use of teaching resources would make possible a very substantial increase in professorial salaries.

Another proposal is to allow the initiative for planning teaching programs to remain with appropriate faculty agencies, but to vest the final power to decide in a financial officer of the central administration. It is not too difficult to see where this kind of dollar decision-making would lead. Courses would be planned and perhaps taught with one eye turned always toward the long shadow of a possible administrative veto based upon cost accounting. It would be naïve not to realize that, while faculty control of university teaching might seem to remain, the hard substance of full and final power would no longer exist—that former reality would have become a myth.

The hour is late, but there is still

(*Continued on page 73*)

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—*Black Star.*

"Any eleven-year-old who can identify the players on the major league teams should have no difficulty with the states."

WHATEVER HAPPENED TO GEOGRAPHY?

By ROBERT N. SAVELAND, *Geography Editor, Ginn and Co.*

NO ONE has yet written a book about why Johnny can't learn geography. But sooner or later someone may because there is a good deal of evidence that Johnny doesn't.

Perhaps the student of a generation ago who could rattle off the names of the forty-eight states and their capitals didn't really know much more geography than today's students, but he could make a better show of knowledge. And there is little doubt that geography as a separate study with meaning and value of its own has largely been lost in the uneasy amalgam of academic subjects known as the social studies.

The social studies include history, economics, sociology, political science, and psychology. Geography is unique in that, while often classified as a social study, it also deals with the composition and forces of nature and so is closely allied to the natural sciences. Thus it has a particularly vital role in bridging the gap between the natural sciences and the social sciences.

If geography is only partly in the social sciences, why has it been integrated into the social studies curriculum? The reason given by educators is that geography and history overlap. For example, the study of early civilizations includes a study of Egypt. Geography also is concerned with the study of Egypt. Why not, it is argued, study the geography and history of Egypt at the same time? This saves time and permits the building of many meaningful relationships because geography obviously influences the course of history. Why not learn about the natural environment through stories about the explorers and settlers who first visited a land?

THIS argument is convincing in theory but what are the results in practice? One result is that less time is spent on *either* geography or history. In Baltimore, for example, geography and history were taught as separate subjects in the junior high schools prior to 1953. Nine periods a week were devoted to these subjects. Class periods were forty minutes in length, which meant that 360 minutes, or six hours, a week were given over to these two subjects. When the integrated social studies curriculum was installed, the class periods were lengthened to fifty minutes, and six periods a week were utilized for social studies instruction.

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This totals 300 minutes, or five hours, of instruction a week in the social studies. Was this a gain, or a loss, of one hour each week?

A less easily measured result, but one to which many teachers could testify, is the general neglect of geography when it is fused or integrated into the social studies. The usual practice is to follow a chronological organization when converting to a social studies curriculum. Thus a study of the United States starts with the exploration and settlement of the Atlantic Seaboard and moves westward across the country. The child obtains a colonial view of New England, an impression of the South during the time of the Civil War, and comes up-to-date with the admission of Alaska and Hawaii as states. Very often so much time is spent on the Colonial Period of American History, or upon repetitious units on transportation and communication, that little time remains for events since 1900 or for places remote from the teacher's experience. A teacher who attempts to incorporate more geography into his social studies instruction finds himself jumping from the present to the past, with the result that his class does not follow him. The difficulty stems from the fact that while historical facts can enrich geography, and geographic facts can enrich history, each is a separate entity with its own dimension. The dimension of history is time. The dimension of geography is space. More attention needs to be devoted to the dimension of space in the usual social studies program.

One of the seeds for the downfall of geography was inherent in the nature of the subject itself. As it was once taught, geography was an instrument for a great deal of meaningless drill and memorization, such as knowing the names of all the state capitals. As so often happens, the educational swing away from drill and memorization in some instances went too far, with the result that many youngsters have grown to adulthood without being able to name all the states. Any eleven-year-old who can identify the players on the major league teams should have no difficulty with the states. Every American citizen should not only know the name and general location of the states, but should also be familiar with their environmental and economic backgrounds.

A teacher who is equally interested and equally well prepared both in history and geography is a rare individual. Since most states have little or no requirement in geography for a teaching certificate, it is not unusual that social studies teachers should emphasize historical factors rather than geography factors in the development of their teaching units.

This raises the question of whether any special training is necessary in order to teach geography. In this age of specialization each occupation has its own requirements. For a person to enter the profession of teaching, he should be particularly knowledgeable concerning the world and its people. Geography develops such an understanding in a logical and sequential manner. It provides tools, such as climate patterns, and develops skills, as in the use of maps, which facilitate the acquisition of world understandings.

Notice how an understanding of geography contributes to an understanding of problems on the international, national, and local level. The ascending power of the Soviet Union is one of our greatest problems on the international level. How can this problem be understood without a knowledge of the environmental basis for this power, without an understanding of man-land relationships in the Union of Soviet Socialist Republics? On the national level, the comprehension of the impact of a steel strike can be better appreciated if one knows the geographic factors involved in steel production. Many communities in the United States are today facing pressing transportation problems. The flow of traffic, the layout of roads, and the goods and people carried are all inextricably bound up with the subject of geography. It is for this reason that jobs on city planning boards often call for a trained geographer.

Geographic knowledge has been subject to expansion and modification in recent years. We have come to realize that the Torrid Zone, Temperate Zone, and Frigid Zone are not adequate terms for describing the earth's climatic pattern. We have discovered that certain map projections give children a distorted idea of the world. We are learning each day more and more about the composition of the earth's atmosphere and the nature of outer space. In the near future we shall make some interesting discoveries as new holes are drilled deeper and deeper into the earth's core. A person with a special interest in geography keeps up with such changes.

ON THE home front we observe that geography is a subject that has lost its identity and generally been submerged in the school curriculum. Meanwhile, what has the Soviet Union been doing? In no sense should we look to that country as a model, but we should at least keep a keen eye on our competition. The teaching of geography in the Soviet Union has been reported by Chauncey D. Harris in "New Viewpoints in Geography," the twenty-ninth yearbook of the National Council for the Social Studies. He states: "Geography occupies an important position in Soviet Schools. A student proceeding through the regular schools studies geography two to three hours each week for six

(*Continued on page 77*)

—*Hays (Monkmeyer).*

"Geography provides tools and develops skills which facilitate the acquisition of world understandings."

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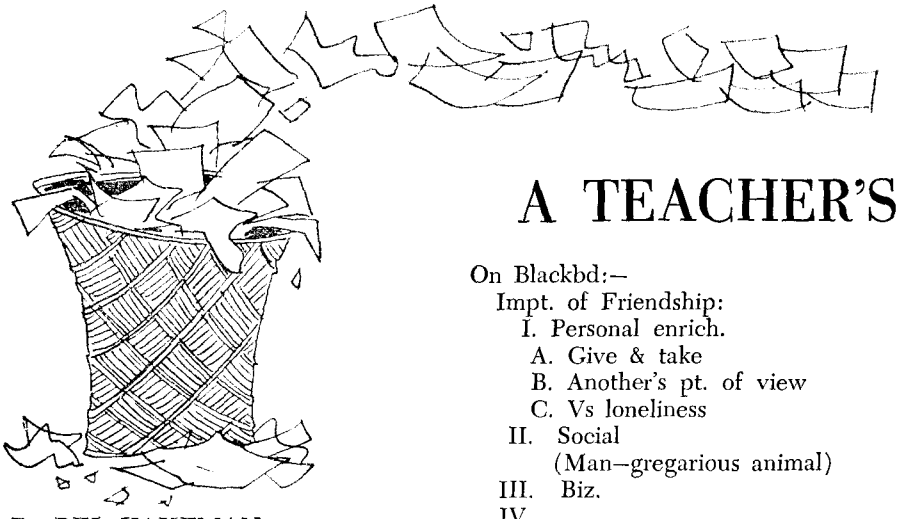

FROM A TEACHER'S WASTEBASKET

By BEL KAUFMAN

MY BEST FRIEND. Scrap paper, don't count!
I have many best friend. One of who is Johnny. Johnny is 15 yrs. of age, about 5 ft. 4¼ in. has a charactor which consists as follows, he is smart, a fair player, never fights with his best friends. He wears glasses and is a rather cleancut boy. By cleancut I mean dresses very neat. Why I like him is because we're great friends.

• • •

Scratch Paper *English* 33 SS
By Chas. H. Robbins *Miss Barrett*

MY BEST FRIEND
CHAPTER 1

My "best friend" is considered by what we do for each other. Of all the "friends" that I have only one (1) is my best friend and his name is "Tony" but I call him "Corkey." When we go somewheres we are all ways together no matter where the place is. There are many things between he and I. If ever I would loose this "friend" I wouldn't know what to do. Many boys and girls call us "brother" meaning that we never part with each other and are all ways together. That is why he is my "best friend." (100 Words EXACLY)

• • •

Lesson Plan

ENG 33 SS–
Comps. wr. in class; approx. 100 words; My Bst Fr.
Emph. brevity & clarity
First draft on scrap paper; hand in cl. cpy
Remind: Topic Sent. & Concluding Sent.

On Blackbd:–
Impt. of Friendship:
I. Personal enrich.
A. Give & take
B. Another's pt. of view
C. Vs loneliness
II. Social
(Man–gregarious animal)
III. Biz.
IV.

• • •

Dear Syl–Let's go OUT to lunch and SPLURGE at Schraffts! Forget your Super-Slows, or whatever the SS stands for (Secret Service? Social Security? Sesame Seeds?) and shake the chalk dust off for half an hour. I'm tired of coffee that tastes of paper. . . . Here I sit in this draft, like Cerberus at the Gates of Hell–guarding what? And from whom?–I'll swap my Lobby Duty for your Hall Patrol any time! Say yes to the cherub who delivers this note, and let's eat like LADIES!

(I understand you may be observed this morning–Give them something to write, like "My Favorite Sport," or "Sea Thoughts," and relax! . . .)

Bea

Dear Bea–Can't make it today–sorry. Parent arriving lunch per. to ask why son got 35% on Midterm. Must answer him. How?

Sylvia

Dear Syl–Don't try. There's no communication; no one really listens. Every man is an island. Give him a container of coffee instead.

Bea

• • •

Scr. Paper Outline
Hi there, "the sound echod mysterously in the crowded street", as my hand was grabed by the familar hand of **My Best Friend Mike,**" how is every old thing Bill? Fine. "I replied in answer. I was suprized, for I didn't expect it. It was a clear winter day with sparkeling snow sparkeling on

• • •

My best friend is Me, Myself and I. I say this because you can't trust no one they tell you their your best friend and behind your back they call you names like fatso. This is why I have Me, Myself and I and I don't care. I lost 4 lps. and I don't even bother with the other girls because their all catty. I love Me, Myself and I for a friend. (I get nerevous on Composition)

• • •

MEMORANDUM

TEACHER–Sylvia Barrett
ROOM–304
PLEASE ANNOUNCE TO YOUR CLASSES: THERE WILL BE A LONG HOME ROOM PERIOD TODAY, EXTENDING INTO THE FIRST PERIOD, WHICH WILL BE OMITTED. REGULAR CLASSES WILL BEGIN THE 2nd PERIOD. THERE WILL BE AN ASSEMBLY PERIOD THE 4th PERIOD: 4th PERIOD LUNCH WILL BEGIN THE 5th PERIOD; 5th PERIOD WILL BEGIN THE 6th PERIOD; 7th AND 8th PERIODS WILL BE NORMAL.

• • •

My Best Friend

Friendship is important. It gives us personal enrichment and it gives us the give and take of another persons point of view. Friendship is also vs. loneliness and social. Friendship is important because man is a animal in our society and in biz.
Only 43 words, need 57 more

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Memo: Hand in Minutes *in triplicate* on: Vocational H.S. Curriculum —(to Dr. Clarke)—"Are We Presenting Our Youth With a Sufficient Challenge?"

• • •

MY BEST FRIEND

~~Everybody in the whole world has one friend who we all feel deeply~~

~~The best thing in human nature is to have a best~~

~~We all need a friend for business and social reasons~~

~~I must tell you about a wonderful~~

Man is a gregious animal.

• • •

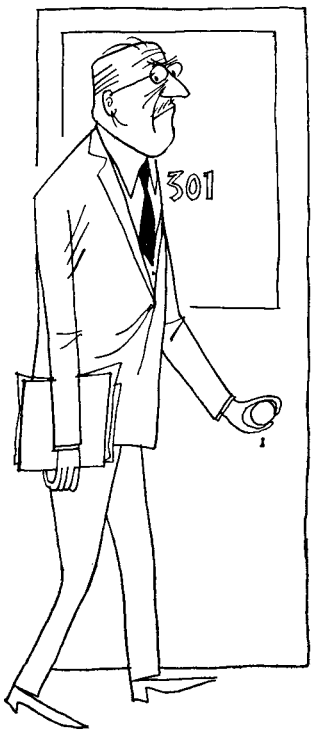
Dear Sylvia—

The Ghost Walks today! Quick—put something on board and make sure there are no paper scraps on floor & that windows are open 4 inches from top! He's just been in to observe me—a stinker of a lesson on dangling participles! I forgot to put assignment on board. Why don't you let them write a composition in class? He gets bored & leaves. Pass the word.
Remember windows & enrichment!
Pearl

• • •

Composition. Should Cap. Punishment Be Abollished? Scrap P.

I will write on this topic we discused very much in Soc. Studies and I think it should because what good is an El. Chair after the murder is allready too late to do any good and sets a (bad?) good example for other crooks.



PASS TO LAVATORY—10:08 AM
SB

• • •

Memo: Due before 1 PM (*Dr. C's office*)
Attendance repts, Truant slps, Absentee cds.
Alph. list home room stdnts.
Health cds (Vaccin. & Dental) (*Eng. Dept.*)
Number F's on Midterm & % Passing
Raising standards (means of)
Switch *Macbeth*????

• • •

In Memory of Those Who Died Waiting for the Bell
Did you do Math?
Stop it, Stupid!
Drop Dead!
You to!

• • •

Dear Dr. Clarke, so justly
As you have pointed out, teaching here should be a challenge to
It seems to me that the burden of the clerical much valuable teaching time is wasted on

• • •

SCRAP PAPER
MY FAVORITE COMPANION. FIRST DRAFT. 106 WORDS.
I wish to state that my favorite companion is Munro. The real reason why I have attemted to choose him as my favorite companion is he knows how to conduct his self. He has no propensity to fight and he is the type of boy I can take over my house and not be ashamed of him. Every avarage boy has a propensity for a companion which he prefers and he will always try and get one well I have just finished writting about. P.S. In my opinion I think we should have less composition and more lunchroom. Also go home earlier.

• • •

CIRCULAR #28

PLEASE KEEP ALL CIRCULARS ON FILE, IN THEIR ORDER
TOPIC: MAXIMAL GOALS
TO DEVELOP DEEPER UNDERSTANDING OF THE SPECIAL FUNCTIONS OF SECONDARY EDUCATION AND TO ENLARGE THE TEACHER'S CONCEPT OF THE MEANING OF EDUCATION IN OUR DEMOCRACY; TO ASCERTAIN AND BRING ABOUT NEEDED CHANGES THAT WILL FACILITATE THE IMPROVEMENT OF TECHNIQUES OF TEACHING AND COORDINATION; TO DIRECT EXPERIMENTATION IN PURPOSEFUL AND CONCOMITANT LEARNINGS; TO MAKE USE OF ALL ANCILLARY AGENCIES AVAILABLE TO SCHOOL AND COMMUNITY; TO MEASURE THE RESULTS OF TEACHERS' ACTIVITIES IN TERMS OF PUPIL GROWTH TOWARD APPROVED IDEALS

• • •

My best friend is my dog. A dog is a man's best friend. They are loyal and

devoted all his life through thick and thin even though he can't talk. No more ink in my fou

• • •

Motivate Comp. Lesson:
Impt. of Communication
A. Need to express selves and be understood
B. Language as a tool of communication

Put on blackbd:
Sir Francis Bacon: "Reading maketh a full man, conference a ready man, and *writing an exact man.*"
"What oft was thought but ne'er so well expressed"
(Pope?)
"Le style est l'homme"

Carfare	.30
Newsp.	.05
Coffee	.10
Tuna sand.	.60
Coffee	.10
Teachers' Interest Com.	1.50
	2.65 (so far)

• • •

My best friend is a TV and if it every gets out of order I don't know what to do with myself. Like all normal teenagers I have my specialties but I have so many different programs I can't begin to talk about them all. They are too many but all are my best. When I sit around the house I am never lonely with TV.

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Dear Dr. Clarke,
I don't wish to sound

As a member of a profession which

As you know, most of our students are underprivileged and deprived; they desperately need

• • •

My best Friend. Well, well! How do you like that! Right of the bat, as soon as we sit down, our teacher Miss Baret gives us a composition to write! Well, well! to be frank with you, I do not like it. I do not like to write compositions when we could be discussing. Or dramatize or a spelling bee, but not so much composition! It's not fair to the Union! Ha-ha, joke!

• • •

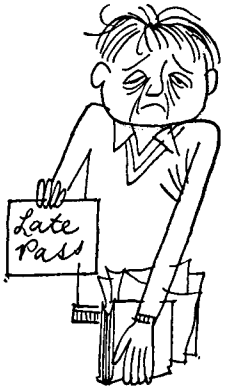
Dear Miss Barrett,

Remember me? I used to be in your class last year and tho I never graduated in years to come I think I will never forget you and the time you talked to me on the subway. Altho english was not my best subject everything we did was nice and you were the only one who took an interest. You never made any bad remarks. Hows the Old Alma Mater? Hows Dr. Clarke? Is he still a Dr? Well, lots of luck. Your the only teacher that ever learned me anything and I mean it. Say hello to everybody for me and take care of yourself.

Your former loving pupil,
Janet L.

• • •

LATE PASS:
Admit to class 8:32 AM—Unexcused.
Claims alarm didn't go off.
JJMcH



The ghost walks! He's in Rm. 301 now. Heading due north. Looks grim. *Open your windows!*

• • •

CIRCULAR #27
PLEASE KEEP ALL CIRCULARS ON FILE, IN THEIR ORDER
TOPIC: ADDENDUM TO PUPIL PERSONALITY AND CHARACTER RATINGS
TO SECURE A MORE COMPREHENSIVE EVALUATION OF PUPIL ORIENTATION TO HIS ENVIRONMENT, ADDITIONAL SPACE HAS BEEN PROVIDED ON THE ENCLOSED PERMANENT RECORD CARDS.

• • •

MY BEST FRIEND

Last summer I visited my Ant on the beach. My Ant has a cottach on the beach and every summer she invite me to visit her and I did. I had fun on the beach swiming and handball and getting the healthy benefit of the sun and broadwalk. I gained and went on the loop. I hope my Ant invite me again next summer.

• • •

To Custodian—
My window pole seems to be missing. Room 304.
Urgent! 2nd request.
S. Barrett

No one down here. Try after lunch.

• • •

ENGLISH DEPARTMENT MEETING AT 3 PM IN SCIENCE LAB 409 ON:
THE TOTAL EXPERIENCE OF THE PUPIL:
SHOULD *MACBETH* BE TAUGHT IN THE 6th TERM INSTEAD OF THE 5th?

• • •

Dear Miss Barnett,

Please excuse my son Arnold for not doing his English homework. He got in trouble with the Police last night and they kept him in the Station House. Hoping you will excuse him, I remain
Mrs. Rose A.

• • •

Scrape paper
A) My B. Freind
1. Name adress
2. What we do togeather
3. Why I like my b. freind
4. Why my b. freind likes me
5. Hobies
6. Concluding sent.
7. Man—gregrous animal

• • •

Dear Dr. Clarke,
I know how busy you are, but I feel

You are, undoubtedly, aware of the disturbance existing

My best friend is my imaginary twin sister. She does everything I tell her. She is beautifull and obeys me freely. We share and share alike (beautifull dresses, etc) Her name is Roseanne. We are closer than any body even if she is only in my mind. She is my twin and she never talks back.

BOOK ROOM
REQUISITION SLIP

Need 40 *Syntax & Style* for Eng. 33 SS (Register—45
(Chronic truants—5
79 *Silas Marner* for Eng. 52 & 56
S. Barrett—Rm 304

We have only 4 Syntaxes & 26 Marners in Bookroom. Can you use Ivanhoes instead? There are 160 copies here.

• • •

major, and won my Master's degree with first honors for my thesis on THE FRENCH INFLUENCE IN THE OCTOSYLLABIC COUPLET OF CHAUCER'S "BOKE OF THE DUCHESSE". For the past two years I have been teaching English in the New York City Secondary Schools.
In order to supplement my

If there is a teaching vacancy in your evening or summer session, I should appreciate hearing from you.

Sincerely yours,

Sylvia Barrett

• • •

My best friend is my boy-friend and he is tall, rich and handsome, he has a twotone Caddy convertable with white leather seats of real white leather and takes me dancing every night in nightclubs ect. He gives me orhcids and jewelry ect. and has a big yahct. He lives on Park ave with servants of which I will be mistress of and a ranch type house in Bev. Hills with a swimming pool ect. That is why I hope to meet him.

• • •

May I borrow your window pole? Please give to bearer. S.B.

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Dear Sylvia—Some one has swiped mine. There's a run on window-poles today. And on pole-bearers! *P*

My best friend is a good book. I enjoy good books that are educational very much. Books help your grammer and spelling. Also increase your vocabulary. I am a great reader of books. My best favorite is "Buterfield 8" by Hemingway. In this book I like the part where the author tries to show love. Where Elizabeth Taylor and Laurence Harvey make love which I like. I like other good books too, mostly classical.

• • •

Memo: Return "English as a Communications Art"
Conf. on: Bk. repts
Hall traffic
Stealing from lockers

• • •

Dear Dr. Clarke,
I have for a long time felt a lack of

• • •

Please admit bearer to class—
Detained by me for going Up the Down stairway and subsequent insolence.
JJMcH

Dear Dr. Clarke,

State Rulings on Religion in the Schools

The Supreme Court set off a nationwide controversy last summer when it declared unconstitutional the use of an officially prescribed, nondenominational prayer in New York State classrooms. The violence of the reaction came, in part, from the fact that the decision raised serious questions about the constitutionality of other religious observances commonly found in the schools. The court has now promised to answer some of these questions by agreement, last month, to review two other cases concerning Bible reading and the recitation of the Lord's Prayer in public schools. The wide range of legal precedents and practices in the different states across the nation is shown in the table below, which has been adapted from the July, 1962, issue of School Life, a U.S. Office of Education publication.

Bible Reading

Bible reading required by statute:

Alabama	Florida	Maine
Arkansas	Georgia	Massachusetts
Delaware	Idaho	New Jersey
	Kentucky	Tennessee

Bible reading permitted by statute:

Indiana	Kansas	Oklahoma
Iowa	North Dakota	

Bible reading upheld by courts without benefit of statute:

Colorado	Michigan	New York
Maryland	Minnesota	Ohio
		Texas

"Exclusion of the Holy Bible" specifically prohibited by the constitution:

Mississippi

Bible reading found unconstitutional by Federal district court:

Pennsylvania

Bible reading in specific instance found unconstitutional by state court:

Illinois	Nebraska	Washington
Louisiana	South Dakota	Wisconsin

In at least six states the language of the law and the opinions of the Attorney General suggest that Bible reading might be considered unconstitutional:

Arizona	New Mexico	Oregon
California	Nevada	Vermont

The Lord's Prayer

Recital of the Lord's Prayer permitted by statute:

Arkansas	Maine
Delaware	New Jersey

Recital of the Lord's Prayer permitted by the courts:

Florida	Iowa	Maryland
Georgia	Kansas	Tennessee
		Texas

Use of prayers permitted but forcing of recital prohibited by the court:

Kentucky

The Ten Commandments

Use in the classroom permitted by statute:

Maine	North Dakota

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A SOLUTION FOR TEACHER SHORTAGES

By ROLAND N. Mc KEAN *of the RAND Corporation, Santa Monica, California, and* JOSEPH A. KERSHAW, *professor of economics, Williams College.*

EVERYONE is rightly concerned about the quality of public education and its cost to the community. But most discussions of these problems seem to us, as economists, to be wide of the mark, for they fail to fix attention on the teaching profession's unique salary structure. The *structure* of teacher salaries, we think, is a key both to understanding the nature and cause of teacher shortages, and to solving some of the major problems of cost and quality in public education.

We believe that there is a way for communities to improve a vital part of the public school program—the quality of instruction at the secondary level—without imposing unacceptable tax burdens. The way to do this is to recognize that there is not a single "teacher shortage" but rather specific shortages in particular teaching fields, and to concentrate on reducing these specific shortages. This means that school districts must adopt a new kind of salary structure that will allow them to pay more to those whose teaching skills are relatively scarce.

Today most school districts have "unified salary schedules," which provide for only two kinds of pay differentials. They provide one set of salary "steps" for years of teaching experience and another set of steps for total amount of college credits. But outside the teaching profession, there are wide salary differentials for various types of training. For example, in 1959 average incomes were $14,000 in the medical sciences, $11,000 in physics, and $8,000 in meteorology. Doctors with different specialties—surgeons, anesthetists, allergists—each earn different incomes although college training and length of experience may be the same. It is characteristic of these professions and of professions generally *not* to have unified salary schedules. Is teaching different from other professions so that it requires an "unprofessional" salary structure? We think not, and we believe communities should no longer accept uncritically that kind of salary schedule.

Salary differentials serve an extremely important function in our kind of free society. If people are to have the freedom to choose their occupation and place of employment, there must be signals that will show where manpower is relatively scarce and that will lead to *voluntary* shifts of personnel to alleviate the shortages. In a free economy, differences in salaries are these signals. If mathematicians are comparatively scarce in relation to the demands for their services, employers offer higher salaries to attract them. These relatively high salaries tell us that there is a shortage of mathematicians, and, what is more important, they induce voluntary shifts to remedy the shortage—causing some young people to enter mathematics instead of other fields, persuading people with part of the necessary training to acquire the rest of it, inducing persons already trained in mathematics to reenter the field, and so on.

Thus the function of salaries, and other prices, in a capitalist society is to produce a sensible allocation of resources among uses, with each individual making his choice voluntarily. If we do not allow salaries and prices to carry out their function, there will be persistent shortages of some resources and surpluses of others; and the basic scarcities making for salary differentials will continue.

In the teaching profession the "unified" or "single" salary schedule has become almost universally accepted, and it typically applies to all teachers within a district. This means that the same salary prospects confront all teachers alike—teachers of kindergarten, fifth grade, high school mathematics, high school physical education, etc.—although these assignments may call for very different kinds of training and teaching skills. If the district includes a junior college, instructors in all subjects at that level, too, face this same pay schedule.

OUTSIDE the teaching profession, however, salary offers are by no means identical as between mathematics majors and physical education majors, or as between persons prepared to teach kindergarten and those properly equipped to teach high school physics. Persons with different types of training face identical salary prospects if they enter teaching, but they face widely differing prospects in the rest of the economy. In 1959-60, for example, the average annual salaries of experienced people in a sample of occupations other than elementary and secondary teaching were as follows:

Research and Development Personnel, Ph.D.	$14,760
Mathematicians	13,990
Engineers	13,730
Chemists	12,950
Physicists (all experience levels)	11,000
Newspaper Reporters	10,000
Biologists (all experience levels)	9,000
Professors of Pharmacy	8,690
Geographers	8,000
Home Economists	8,000
Professors of Nursing	7,730
Physical Therapists	7,000
Draftsmen, Senior	6,140
Clerks, Accounting	4,780

Clearly, the opportunities open to persons with training in mathematics or the physical sciences are markedly more attractive than the opportunities open to persons with some other kinds of training. A student about to major or minor in mathematics would compare teaching salaries with the $12,000 to $14,000 he could expect to earn as a physical scientist outside teaching. A student considering a less exacting course of study might compare the teaching salaries with the $5,000 to $8,000 he could earn as, say, an accounting clerk or a geographer. The competition for the services of teachers and potential teachers is much more varied and complex than this, but

EDITOR'S NOTE: *This article is based on a larger study jointly financed by the Ford Foundation and the RAND Corporation, published this month by the McGraw-Hill Book Company under the title "Teacher Shortages and Salary Schedules." The views expressed are those of the authors. They should not be interpreted as reflecting the views of the RAND Corporation or the official opinion or policy of any of its governmental or private research sponsors.*

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these examples serve to bring out the essential point.

Of course, these salaries do not mean that mathematicians are more worthy or important than geographers. They simply mean that in the prevailing circumstances mathematicians are scarcer in relation to demand. Similarly, the fact that maple syrup is more expensive than water does not imply that it is more worthy or important; it merely means that maple syrup is scarcer than water in relation to demand.

Given these salary patterns inside and outside the teaching profession, we would expect the schools to have more difficulty recruiting good teachers trained in mathematics and the physical sciences than in recruiting good teachers for other assignments. For a special reason, as well as their nonteaching opportunities, we would expect a relative shortage of able English teachers to develop: to teach composition well, the teacher must require many themes and criticize them thoughtfully—an exceptionally arduous task. Because of this, it is often harder to retain capable well-trained teachers for these classes than for other assignments. These are some of the shortages, then, that we would expect unified salary schedules to produce.

But is there anything new about the situation? After all, the unified salary schedule has been widely adopted for twenty years or so, and school districts have managed to get along. Why should we be concerned now about these salary patterns? The answer is that the situation, which may have been tolerable in earlier years, has become, and is becoming, a great deal worse. Salaries in the "scarce fields" have risen tremendously in relation to teachers' salaries. For example, in 1939 chemical engineers received, on the average, an annual salary of $2,640—16 per cent less than the average salary of high school teachers in large cities. Twenty years later the average salary in chemical engineering was $11,000—65 per cent *more* than that of the high school teachers.

The question may be asked: Why not raise salaries across the board enough to attract capable teachers with the scarce types of training? That is exactly what districts have attempted to do. To find that they have failed should come as no surprise, for letting the "tightest" market determine the amounts paid to everyone can raise the total salary bill prohibitively high. The result is that, under the unified salary schedule, a teaching career is attractive to some of the skilled people that schools need, but not to all of those that are vital to the instructional program. As a consequence, there are surpluses of some skills, shortages of others, and more severe shortages in some subject-matter areas than in others.

Teacher Supply and Demand

This table shows the number of new high school teachers prepared in various fields as a proportion of every one needed in the years indicated.

	1957	1958	1959	1960
Mathematics	0.5	0.6	0.7	0.7
English	0.7	0.8	0.8	0.7
Physics	0.5	0.5	0.9	0.8
Home Economics	1.2	1.4	1.3	1.4
Biology	1.7	1.6	1.8	1.4
Social Studies	1.4	1.8	1.6	1.5
Industrial Arts	1.4	1.6	1.6	1.7
Men's Physical Education	2.0	2.2	2.7	2.9

Some people, many in the teaching profession, insist that teachers are all alike, that they perform the same tasks and should therefore be rewarded in exactly the same way. If they were perfectly substitutable, of course, one teaching skill could be no scarcer than another, because one could be used in place of the other. But it is hard to believe that the instructor of physical education is a really adequate substitute for the teacher of Algebra III, or that the kindergarten teacher can be used in place of the high school English instructor without loss of effectiveness. These assignments call for different training, different abilities and interests, sometimes even different physiques. Quite a few people in the educational profession also feel that teaching skills differ. Superintendents and principals prefer not to have members of their staff teach outside their majors and minors. And the National Education Association, while sometimes urging that teachers are alike, has noted in its annual reports on teacher supply and demand that ". . . *The distribution of the new prospective candidates among the grade levels and teaching fields is gravely out of balance with the distribution of the demand for teachers.*" Evidently the NEA does not really feel that these teaching skills can readily be substituted for each other.

When we look at the evidence, we find that shortages of particular teaching skills do indeed exist. This does not mean shortages of "bodies" but shortages of well-qualified teachers. Nearly always school administrators can put *someone* in front of a class, but for certain assignments they have trouble getting the kind of teacher they and the community want.

The teacher supply-and-demand data collected by the NEA provide clues to the nature of these shortages. Each year the NEA adds up the numbers of new graduates prepared to teach in particular fields. It also tabulates the numbers of new teachers employed for assignment in each field. These figures show that consistently over the past five years fewer new teachers have been prepared in mathematics, English, and physics than were assigned to teach those subjects. These clues suggest that a large cumulative shortage is developing in such fields. In the other subjects listed, however, far more teachers were produced with the necessary training than were employed for these assignments (see table above.)

To get additional evidence about the relative scarcities of particular teaching skills, we asked a sample of secondary schools across the country for information about their teaching staffs. The evidence collected clearly shows that the schools have more difficulty in getting well-trained teachers for mathematics, English, and physical science classes than for physical education and social studies classes. The smaller schools have more trouble in general than the larger schools, for they must more frequently assign teachers to handle classes in several fields. But the smaller schools have *much* more trouble making appropriate assignments in the "scarce fields" than in the others.

Such data of course tell us nothing about the *quality* of the training of those teachers who are assigned to their major or minor fields—for example, what colleges they attended and what kind of students they were. However, if schools cannot get enough teachers with at least a minor for certain assignments, the schools probably have even more difficulty getting persons trained in those subjects who are good teachers and did superior work at first-rate colleges and universities. Offering higher salaries for the scarce skills would give district officials a chance to pick and choose among applicants possessing the right subject-matter training—to hire and retain more of the abler teachers with these scarce skills.

The data relate only to a few fields; they do not reveal all the relative

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shortages (or surpluses), and because they are averages they may not apply to a particular locality. But boards of education and school administrators will know which skills are comparatively hard to obtain in their own schools.

Relative shortages of teachers in particular fields are likely to grow worse (so long as current salary practices persist). Teachers with the scarce skills are just beginning to realize how attractive non-teaching opportunities have become. Younger people choosing their careers, because they are still mobile, will be affected more than teachers who have already put their roots down. Also, because of the type of technological and social changes that are occurring, the non-teaching demands for training in mathematics, English, and the physical sciences will probably continue to soar. School districts will have three basic choices: 1) to raise salaries across the board sufficiently high to attract the scarce skills they need, 2) to adopt three-step salary schedules providing increments for scarce kinds of training but not for all teaching skills, or 3) to let the quality of instruction deteriorate where the scarce skills are needed but not provided.

Raising salaries across the board is extremely expensive. Consider a medium-sized community that employs 400 teachers—100 in high school, 100 in junior high school, and 200 in elementary school. Suppose the district is having difficulty in hiring enough good mathematics, English, and science teachers—thirty positions in all—and it appears that an increase of $1,000 per year would enable the district to attract and retain enough of these scarce teachers. (This raise would be over and above whatever salary increases ordinarily occur because of inflation or productivity increases in the rest of the economy). If the district raises salaries by $1,000 across the board, it raises the total salary bill by $400,000 per year. In such a community, this implies an increase in the tax rate of 25 cents or 30 cents per $100 of assessed valuation. The voters are unlikely to accept such a costly change on top of other increasing expenses. Instead they will probably tolerate deterioration of the teaching staff in the scarce fields.

If the district introduces a third set of steps in its salary schedule, however, the cost of keeping a good teaching staff in all fields is reasonable. If the $1,000 increment is offered only to teachers with the scarce types of training, the total salary bill will go up by only $30,000, perhaps a 2 cent

(*Continued on page 75*)

Report Card

FAIR CATCH. Richard D. Rooney, assistant secretary of admissions at Hamilton College, commenting recently on financial aid to students, reported that one football coach he knows (not Hamilton's) tells prospective recruits that his college grants athletic scholarships on the basis of need—"How much we need you."

RUNNING FAST TO STAND STILL. President A. Whitney Griswold of Yale, in his annual report a few weeks ago, summed up in one melancholy sentence the plight of many a mendicant colleague: "It seems cold comfort after raising $74 million to remind ourselves that we must now go out and raise another $74 million."

TRANSPORTS OF A BRITISH MUSE. And now comes a new batch of examination howlers, collected from student answers to the advanced-level literature section of England's General Certificate of Education exam (taken by eighteen- and nineteen-year-olds) and published in a recent issue of the Educational Supplement of the *Times* of London:

CHAUCER

The Monk is bald and hunts the hairs.

The Friar preferred the company of baremaids.

The Prioress is fastidious, almost to the point of being squirmish.

SHAKESPEARE

Caliban is a fizziophrenic.

Caliban offended Miranda by making passes at her. After all, apes, hedgehogs, bats, and snakes are hardly good bed companions.

Othello strangled his wife because he thought she was inconsistent.

Othello had a clink in his armour.

Bianca, although a prostitute, will not reproduce the handerchief.

POPE

The use of heroic couplets limits a poet's ability, for he becomes subject to confinement.

WORDSWORTH

Wordsworth lived in Cucumberland. Lucy was rolled round "with rocks and stones and trees"—a fitting end for such a sweet girl.

SYNGE

Synge's plays are set in the backwoods, where modern conveniences are quite unheard.

T. S. ELIOT

In the first part of "The Waistland" Eliot portrays a vivid idea of dry dessert.

NO COMMENT. In a suburban community not far from New York, the teachers' association submitted a description of itself to the local newspaper, which dutifully published it word for word, including the following:

"The purposes of the organization are to promote within the teaching group the highest type of professional practices; to encourage active participation of all teachers in the solution of school problems; to urge every member of the profession to be a progressive student of education; and to arouse allegiance to a genuine spirit of professional ethics.

"Also, to encourage higher qualifications for entrance into the teaching profession; to promote teacher participation in school management; to aid in securing and maintaining professional salaries, tenure, sound retirement systems, and other such improvements in conditions as will enable teachers to function properly as vital factors in educational progress.

"And, to cooperate with organizations having among their objectives the promotion of educational welfare in a democratic society; to encourage professional staff members to exercise their rights and privileges as citizens and to accept leadership in civic affairs; to provide for action on local, state and national educational programs; to support and promote all sound efforts that will improve the opportunities for the children of [this town] to become better citizens of our democracy; to provide for Association action to protect the professional interests of individual members; and to support the system of free public education for all." —JOHN SCANLON.

(Contributions to this column are welcome.)

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Who's going to win? Orchestra 2? Or English 1?

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PHILIP J. HICKEY: Color Blind and Courageous

BY ETHEL STRAINCHAMPS

IN A very real sense, the future of America's largest cities rests in the hands of the overburdened men who run their public schools. As Charles E. Silberman observed in *Fortune* recently, "Bringing people from society's backwaters into the mainstream of American life has always been the principal business, and the principal glory, of the American city," and the school is the institution we have traditionally depended upon to do this job.

Philip J. Hickey, who heads the public school system in St. Louis, is acutely aware of this problem because St. Louis has been one of the principal receiving centers of the vast migration of Negroes out of the deep South, and he has made a notable record in doing something about it.

The immigrant situation in St. Louis is complicated by the fact that, though the Negroes in exodus from the South regard it as a haven, it had always been aligned with the South in its racial mores until 1954. Discrimination was the rule, not only in the legally segregated schools, but in restaurants, hotels, theatres, and swimming pools, and even in the Cardinal baseball park.

Nevertheless, the schools in St. Louis—which next to Baltimore was the largest city affected by the Supreme Court's desegregation ruling—were integrated by 1955 and have continued to absorb the steady flow of newcomers without incident. The magnitude of this task has been staggering. From 1930 to 1955, for example, the Negro enrollment in St. Louis grade schools rose from 9,525 to 23,975, and at the same time white enrollment dropped from 58,953 to 38,877.

Mere compliance with the law has been only a minor part of the St. Louis integration effort. The latest of Dr. Hickey's moves that attracted national attention was the appointment in August of four Negroes to assistant superintendencies, a higher rank than any ever held by a Negro in the system.

These appointments might well have been made to redress the present dangerous imbalance by showing "positive discrimination in favor of the Negro," a policy advocated by some students of race relations. But Dr. Hickey gives the impression that he had no such strategy in mind. When he is discussing either his staff or the pupils in his charge, it becomes apparent that he is as nearly color blind where human beings are concerned as it is possible for a man to be.

—*St. Louis Globe-Democrat.*

St. Louis Superintendent Hickey

He speaks of "our kids" (meaning the whole 100,000-plus in the St. Louis public school system), with all the paternal pride and loyalty of the athletic coach who is confident his charges will do their best and eventually come out on top, if he just has faith in them—even though they might be the Mets of the educational world this year.

"Our kids," he says, "are no different from the newcomers to any other city, except that they come from different kinds of places. In California, some of them come from Mexico, for example. Our new kids come from the rural South. They may not have the education background that some others have, but that doesn't mean the potential isn't there."

Dr. Hickey doesn't count on faith alone. He fought intolerance long before events pushed him into doing so, and he has always been an educational innovator. Among the numerous honors he has received was a citation from the National Conference of Christians and Jews in 1951 for "the active role he has played in the field of human relations" and for "personal courage in opposing hate movements." The next year Lindenwood College awarded him an honorary doctorate for his educational pioneering in establishing reading clinics, liberalizing the curricula of the system's two teachers' colleges, and establishing a single teacher-salary schedule, among other things.

It is Dr. Hickey's belief that innovations already under way when integration of the schools took place contributed to the smoothness with which the transition was made. For example, much of the groundwork for grouping of the students by ability, in preparation for the present system of ungraded primaries and three-track high schools, had already been completed. Dr. Hickey feels that the general understanding that all pupils—white and Negro—were to be segregated according to their academic performance minimized the feeling that racial discrimination was being continued under another name.

Preliminary testing for the new program confirmed what everyone had suspected—that the schools with the largest proportion of Negro pupils were farthest behind academically. What happened as a result of this confirmation in one group of schools making a dismal showing has fired the interest of educators everywhere. This group consisted of twenty-three elementary schools with a 95 per cent Negro population. The Iowa Basic Skills test disclosed that the median of these pupils in 1955 was one to two years behind the national norms, and that only 7 per cent of them qualified for the top (Track-I) group. Convinced that these results were due to poor environment and previous educational neglect rather than to inherent inferiority, Dr. Samuel Sheperd, Jr. (one of the four Negroes recently given top

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jobs by Dr. Hickey) undertook to prove it. Dr. Sheperd achieved such dramatic results that the program has been bracketed with the Higher Horizons program in New York City as a model for other cities with similar problems. The student medians now generally equal or surpass the national norms, and the proportion of eighth-graders qualifying for Track-I has about tripled.

Pointing to the fact that there have been "very few" requests for transfers, Dr. Hickey believes that the idea of a track system has been widely accepted by parents. However, the plan is probably the source of more criticism of the superintendent by his teaching staff than any other he has put into effect. "Pupil-tracking inevitably leads to teacher-tracking," one of them put it, with the offhandedness of repeating a truism. This remark sums up a minority view that the best teachers supposedly get the best pupils, and that assignment to a track implies a judgment of a teacher's prowess without valid criteria for judging that prowess—that "teacher-tracking" is, in short, the controversial merit system in disguise. The critics also support their position with more altruistic arguments, the most telling of which, in Dr. Hickey's particular case, is that segregation by ability may be as damaging to the psyches of children in both the favored and disfavored groups as segregation by skin color.

Even these critics are proud of their superintendent as a man of action who meets other men of action on equal terms. "Phil is a smooth operator," an anti-track man said, with no intent of using the phrase disparagingly. "He is less the pedagogue than any other superintendent I know."

The first phase of the purely mechanical aspect of integrating the St. Louis schools was completed in 1955. But if Dr. Hickey had any hopes that the orderly redistribution of pupils by place of residence had solved the integration problems those hopes have proved illusory. The population shift has continued until at present the Negro school population is approximately 50 per cent and still increasing.

"We had solved *some* of our problems by 1956," Dr. Hickey says, "and now we're tackling a new one—resegregation."

This would seem to be a daunting problem, even from the standpoint of mere logistics, and from that standpoint it has been greatly complicated by extraneous factors. Chief among these is the unavoidable lack of coordination between the school building program and a huge urban-renewal program on which the city of St. Louis is well launched.

"The Federal Government guarantees the urban-renewal bonds but not the school bonds," Dr. Hickey notes with surprising equanimity. "The result is an inevitable lag."

Three school buildings with predominantly Negro populations were razed, for example, in the huge Mill Creek Valley slum-clearance project near downtown St. Louis. The former residents of the area have in the meanwhile crowded into other nearby neighborhoods, overloading the schools there.

Belatedly, St. Louis voters approved a $24 million bond issue last spring, and that money is now being spent. Meanwhile, the school administration is faced with the task of transporting more than 4,000 students daily from overpopulated to underpopulated districts. Last year this entailed the use of eighty-three buses and the expenditure of nearly $300,000, including the pay for supervisory personnel in transit and the cost of insuring them and the pupils.

The sources of support for the bond issue illustrate a peculiarity about the city of St. Louis that makes it and Superintendent Hickey particularly suited for each other. Among the campaigners for the bonds, for example, was Cardinal Joseph Ritter, whose church has a large urban school system of its own.

The administrators of the Catholic schools, and of the Lutheran—which also constitute a fair-sized system—have always cooperated with Dr. Hickey and his staff, apparently to the legal limits. The three systems have even agreed on instituting experimental programs, including the track system, simultaneously.

It seems only natural that Catholics should feel some rapport with Dr. Hickey. Though a Presbyterian ("of mixed descent," in his phrase), he does have the jovial charm we have come to associate with the adroit Irish politician, combined with the paternal benevolence of the popular parish priest—or of the popular high school principal, for that matter. And a popular high school principal is what he was for many years before he joined the St. Louis administrative staff in 1934.

He was born and raised in Cleveland, Ohio; went through the public schools there; got B.S. and M.S. degrees at the University of Wisconsin; and served for five years on the Wisconsin faculty. He came to St. Louis as principal of Carondolet High School in 1923; went from there to Madison High the next year, and joined the administrative staff ten years after that, first as secretary-treasurer of the board. In 1942 he was named acting superintendent, acquiring his present title two years later. Thus, 1962 marks his twentieth year as head of the St. Louis schools, and to judge from the way he looks at the age of sixty-six, he has withstood the wear and tear of those two turbulent decades remarkably well. He is on the job twelve to sixteen hours a day. "St. Louis is a town of peculiar traditions," he explains. "People here are happier if they can see the head man."

Bowing to that tradition, Dr. Hickey spends most of the normal working day at a desk in full view of anybody getting off on the sixth floor of the downtown office building that houses the board of education offices. When he is not there, he may be found at a meeting of some one of a dozen extra-scholastic boards or committees that interest themselves in school affairs, and are also happier if the head man sends no substitutes.

He keeps in the vanguard professionally by studying educational trends everywhere. He has been able to get a first hand view of the schools in several European countries by serving as a perennial delegate to the World Confederation of the Organizations of the Teaching Profession.

Dr. Hickey speaks of the problems of other large-city superintendents with real sympathy. His own he treats lightly. They may look insoluble to some, but he obviously expects them to yield to his winning combination of hard work, goodwill, community support—and prayer.

Some time ago, the official organ of the St. Louis Chamber of Commerce quoted an anonymous "educational figure" as saying: "St. Louis needs a smart politician, a good educator, and an excellent administrator to run its school system. Fortunately, Hickey is all three."

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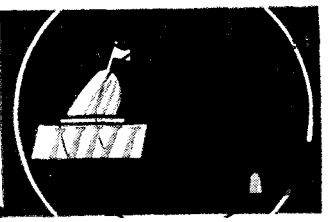
While School Keeps



PUBLIC LIBRARIES in the nation are facing a man-bites-dog threat of major proportions—excessive use by students. For a generation libraries have employed every device short of trading stamps to lure more readers into reading rooms and stacks. Suddenly they have succeeded far beyond their fondest dreams. The burgeoning school population, the increasing emphasis on "individualized" study, the widespread use of non-textbook materials, and the growing popularity of research assignments have combined to precipitate an explosive increase in demands for library service. Both public and school libraries are affected, but the problem is most acute where high school students use the public library.

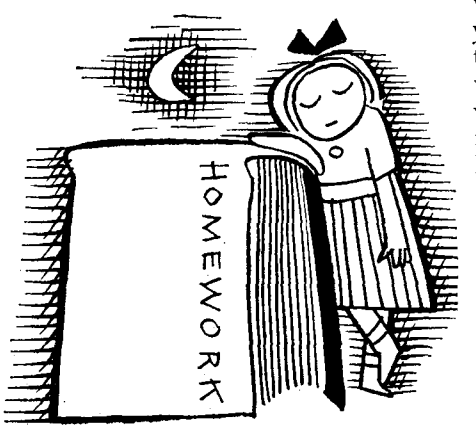
The issues raised by the skyrocketing demands of students are many-sided—and the reaction of librarians has been equally varied. In an effort to get a clearer picture of the problem, the *Wilson Library Bulletin* (950 University Avenue, New York 52, N.Y.), last spring surveyed 5,500 public libraries in the U.S. and Canada. A report of replies from more than 2,000 librarians in fifty states and eight Canadian provinces appears in the November issue of the *Bulletin*.

Faced not only with crowding that alienates adult patrons, but also with discipline problems, mutilation and theft, and shortages of books and staff that frustrate students, the helpless librarians blame the schools. Teachers, they say, give no warning of mass assignments or check to determine whether books are available. They lack understanding of the problems they create, and they have no interest in the effect they are having on students. As a result, many libraries are resorting to arbitrary limitations on the services made available to students. But as the report points out, "This is slamming the door in the face of potential readers at the most critical stage in their development."

The overwhelming majority of librarians, however, welcome the flood of students and cope with them as best they can. The large number of comments from librarians all over the country, quoted in the report, indicate that some have been successful in arousing community support for adequate staff and facilities. Others have outlined broadly cooperative programs with the schools and other community agencies that promise to relieve some of the pressure. But there are few if any cases in which the growing problem is solved completely.

THE EDUCATIONAL RESOURCES of industry and the university campus are increasingly being put to work in elementary and secondary school classrooms. Currently, a joint effort of the New York City Board of Education and the Radio Corporation of America is bringing leading RCA scientists into four Brooklyn junior and senior high schools. The pilot project will provide fifty classroom lectures and after-school seminars during the school year, on subjects related to the Space Age. The objectives are to give added scope to science teaching in the schools, stimulate student interest in scientific careers, and to supplement textbook materials, which become dated so rapidly. Hopefully, if the project proves successful, the pattern of cooperation will be extended to include other industries and schools.

A different approach with similar objectives has been sending university professors as well as industrial scientists into Texas junior and senior high schools for the past three years. Designed to bridge the gap between Texas's high schools and colleges by "bringing up-to-date scientific knowledge to students and teachers," the program places working scientists in secondary school classrooms for one to three days at a time. There they serve as lecturers, demonstrators, career guidance consultants, and members of panel discussions. A descriptive brochure is available from Dr. Addison E. Lee, Science Education Center, University of Texas, Austin 12, Texas.



A SIMILAR EFFORT to marshal the specialized resources of the community for the benefit of the schools is being sponsored, in another field, by the Robert A. Taft Institute of Government. In a new project conducted by the Genesee Valley (N.Y.) School Study Council, fifty high school social studies teachers in the area will meet in eight monthly weekend seminars with prominent state, local, and national political leaders to analyze and discuss the nature and importance of practical politics. At the first seminar, held earlier this month, Marion B. Folsom, former Secretary for Health, Education, and Welfare in the Eisenhower Administration, addressed the group on "The Necessity for Politics." Subsequent meetings are planned with Leonard W. Hall, former Chairman of the Republican National Committee, and Mrs. Margaret Bayne, Vice Chairman and Director of Women's Activities, Democratic National Committee.

Aim of the new project is "increased political understanding on the part of social studies teachers," which may be translated in the classroom into greater understanding and interest among students in the problems of practical government. The program grew out of survey of citizenship education in 550 school districts in the state. The survey demonstrated the great variation in quality of citizenship studies, and the widespread concern among both teachers and administrators. Copies of the report of the survey may be obtained from the Institute, 122 East 42nd Street, New York 17, N.Y.

THE UNITED FEDERATION OF TEACHERS, local New York City affiliate of the AFL-CIO American Federation of Teachers and collective bargaining agent for the city's teachers, finally signed a contract last month with the Board of Education. In the wake of last April's one-day strike, the board announced that a new salary scale providing an average increase of $700 a year for the city's 40,000 teachers would take effect whether or not a contract was signed. Subsequently, agreement was reached on improvement of working conditions and procedures for handling grievances, but final approval of the contract stalled for months because of the board's insistence on a no-strike pledge from the union. New York's teachers gained substantial rewards as a result of their one-day strike, but the new contract, which runs from July 1 of this year to June 30, 1963, contains a no-strike clause.

—JAMES CASS.

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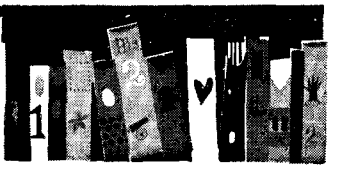
the Editor's Bookshelf



AN AMERICAN living in the second half of the twentieth century is tested from the cradle to the grave. Even if he misses the many tests designed for infants and toddlers, he is examined when he enters kindergarten and repeatedly throughout his school years. In addition to the subject-matter tests of former years, he now takes tests of general and special aptitudes, vocational interest and fitness, emotional and social adjustment, and a wide variety of other personality traits.

When he enters the armed forces he meets a battery of tests, and if he applies for a special military school or Officer's Candidate School he gets the full treatment all over again.

Before he can enter college he must submit himself to exhaustive and exhausting entrance examinations, and if he needs a scholarship there will be additional tests of intelligence and scholarship. When he graduates and applies for a job in government or industry he is tested for knowledge, personality, motivation, and stability. When he is ready for promotion to an executive position his psyche is still more deeply probed and his loyalty to the corporation, and that of his wife, are scrutinized. Up to now it is possible to retire without first taking tests of "retirement fitness" but these will no doubt come.

Large-scale testing began during World War I when the Army Alpha was administered to recruits. Standardized testing burgeoned in the schools during the 1920s and entered industry with the managerial revolution of the 1930s and 1940s. Tests of intelligence and achievement came first, followed by tests of vocational interest and aptitude. Later came the tests of personality traits, including the many varieties of projective techniques in which the subject is shown an inkblot or other obscure picture and asked to elaborate on what he sees.

The phenomenal growth of the testing movement, and the growing power of those who make and interpret the tests, is the subject of two new books, **"The Tyranny Of Testing,"** by Banesh Hoffmann (Crowell-Collier, 217 pp., $3.95), and **"The Brainwatchers,"** by Martin Gross (Random House, 305 pp., $4.95).

Both authors view with alarm and are convinced that 1984 lies not far ahead, but their approach and the targets they attack differ considerably. Gross who is a professional writer, explores all aspects of the testing colossus and describes and evaluates the standardized objective tests used both in and out of the schools. His prime target, however, is a more vulnerable one—the projective techniques and other subjectively interpreted devices widely used in selecting and promoting executives and other key personnel for industry. These are more vulnerable because they are not scored against a simple key but instead yield a wide variety of verbal responses which must be interpreted. At best, the value of the interpretation depends upon the professional training and wisdom of the one who makes it, and Gross doubts that wisdom is universal among those who advise management on whom to hire and whom to promote.

Gross points out that Rorschach's ink blots and other projective techniques were developed for the use of clinicians working with patients and that their validity for predicting vocational success has not yet been established. He contends that corporation officials have been gullible in accepting the more extreme claims of both pseudo-psychologists and psychologists working on the fringes of their science, and he cites evidence that many reputable psychologists—including some who work for industry—share his concern.

In his concluding chapter, Gross questions the ethics of those, who, in the name of science, select tomorrow's leaders by means which one psychologist has called "psychological espionage," and also asks whether it is either sound or ethical to make the selection on the basis of conformity to traits found in those who have succeeded in the past. He agrees with William B. Whyte, Jr., that many of the "personality" tests used are little more than tests of conformity and says, "The brainwatcher, in his servile attempts to assuage management and live off its largesse, has grasped the current inadequacies and foibles of each occupation he is called upon to test and has used them as his solemn criteria." Gross contends too, that "the obeisance of the tester to management, and his compulsion to protect what he thinks are the best interests of the corporation rather than the individual, lie at the core of his impartiality." He concludes, "The sensitive psychologist who has turned to brain watching for its better income . . . may be intuitively aware of these arguments, and be desperately seeking a moral 'out' for his behavior. He is reinforced by the fact that the psychological profession is currently timid about self-criticism and discipline of its members. . . . there is also the hopeful rationale that his personality testing, if not beneficial to individuals, has at least a salutary effect on the American corporation, and therefore our economy."

Gross names names, identifies tests, and describes the habitat of the brainwatcher. He says, "The brain watcher is universal, but much of his activity is centered in a narrow belt, a psychological rain forest running between 33rd Street and 59th Street in Manhattan whose geographic center is somewhat east of Madison Avenue and closer to Park. More often than not, the tester who inhabits this area occupies a pastel office in a new birthday cake or curtain-wall building as modern as his 'science'."

The test-makers on whom Banesh Hoffmann focuses his attack in "The Tyranny of Testing" are found more often in Princeton than in Manhattan. The subject of Hoffmann's polemic is the machine-scored, multiple-choice test of academic aptitude used in selecting students for college admission or for scholarships, and his prime target is the Educational Testing Service of Princeton which develops the College Board Examinations and many other widely used academic tests.

The Educational Testing Service is an ethical organization with a highly skilled professional staff that works under the direction of a distinguished board. Hoffmann says he has chosen ETS for his target because "one makes the strongest case by criticizing the best test-makers, not the worst."

Hoffmann is a professor of mathematics who for some time has been doing battle with the testers. His usual approach takes the form of quoting bad test questions and demanding that test-makers defend each item individually. Portions of the present book have appeared in popular and professional

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journals, where they have drawn both enthusiastic endorsement and bitter counterattack.

In his book Hoffmann gives some evidence that he has learned from the replies to his previous charges. He discusses the problems of testing in detail and concedes some of the weaknesses of the essay examination that has been replaced by multiple-choice tests. He admits: "Multiple-choice tests may cover many topics in a short time, and yield machine-made, 'instant grades' that are not in wholesale agreement with much more laborious estimates of ability extending over several years. . . ." He admits, too, that "There is a place for multiple-choice tests," but, he says, "it is a strictly limited one, and its bounds have long since been overstepped."

Hoffmann contends that multiple-choice tests discriminate against some of the most talented and creative individuals and that they not only fail to reward, but actually penalize, depth, subtlety, and critical acumen. He finds many other weaknesses, including the obvious fact that these tests do not teach the student to express himself in his own words, but he rests his case in large part upon the fact that some of the items are ambiguous and may penalize a bright student who is better informed than the test-maker. His favorite example is a question that goes like this:

Emperor is the name of:
A. a string quartet
B. a piano concerto
C. a violin sonata

The "correct" answer presumably is intended to be B. and a student who knows just a little about music will get it right because he has heard of Beethoven's Emperor Concerto. But a student with a greater knowledge of music will also have heard of Haydn's Emperor Quartet and hence will be confused and may be penalized for his greater knowledge.

Hoffmann does not tell us where he found this item; he says only, "I am told that it appeared on a certain test." This is not very impressive documentation.

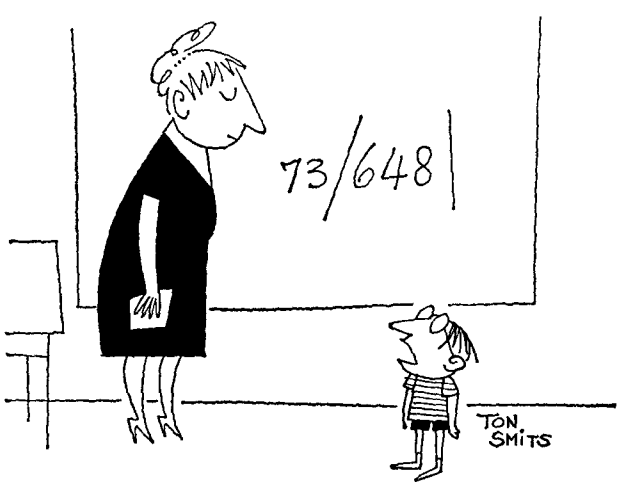
Hoffmann cites other examples that he can document, and it is true that ambiguous questions appear occasionally on even the best of tests made by the most sophisticated scholars. Any bright student can testify that he finds such questions infuriating. But ambiguity is not limited to multiple-choice questions or to objective tests. Frequent examples of it may be found in the questions used on essay examinations or in oral examinations. The perfect test has yet to be devised, but test we must if we are to select among individuals.

A multiple-choice test cannot properly be evaluated by examining a few individual items. In an essay examination, a single ambiguous question, on which the student places an interpretation different from that of the teacher, may make the difference between success and failure. In a multiple-choice test of several hundred items, even half a dozen such questions will lower the test's validity only slightly and there is a considerable amount of evidence that standardized objective tests, for all their weaknesses, have greater validity in predicting success in college than any essay examination or interviewing technique yet devised.

Until we find a better selection device —one that can be used with hundreds of thousands of students located in all parts of the country—it seems probable that colleges will continue to use the present tests or improved versions of them.

The future of the more subjective techniques used in personality analysis, and discussed in Gross's "The Brainwatchers," is much less certain. Their long-range predictive value remains to be established and the potential danger of their misuse is more clearly apparent.

—P. W.



"I wish you didn't take it for granted that I know everything just because I wear glasses."

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TEACHER EDUCATION. A Reappraisal. *Edited by Elmer R. Smith. Harper and Row.* 213 *pp.* $4. A group of leading educators, brought together by the Fund for the Advancement of Education, makes a critical reappraisal of teacher education in this country.

THE SOCIAL STUDIES AND THE SOCIAL SCIENCES. *Sponsored by the American Council of Learned Societies and the National Council for the Social Studies. Harcourt, Brace, and World.* 303 *pp.* $3.25. A series of essays by well-known scholars which attempt to establish guide-lines for the teaching of social sciences in the secondary schools.

1962-1963 OFFICIAL GUIDE TO CATHOLIC UNIVERSITIES AND COLLEGES. *Edited by Rt. Rev. Msgr. Frederick G. Hochwalt and Dr. William H. Conley. Sponsored by the Department of Education, National Catholic Welfare Conference. Doubleday.* 476 *pp. Paperback,* $1.35. A complete listing of every Catholic university, college, junior college, and school of nursing in the United States.

THE LONG SHADOW OF LITTLE ROCK. *By Daisy Bates. David McKay Co.* 234 *pp.* $4.75. A chronicle of the day-by-day events in Little Rock during the 1957 school crisis, as told by one of the Negro leaders actively involved in the fight for integration.

TEACHER SHORTAGES AND SALARY SCHEDULES. *By Joseph A. Kershaw and Roland N. McKean. McGraw-Hill.* 203 *pp. Cloth,* $5.50. *Paperback,* $2.95. (See article by authors on p. 62.)

THE SOUTHERN CASE FOR SCHOOL SEGREGATION. *By James Jackson Kilpatrick. Crowell-Collier.* 220 *pp.* $3.95. A personal statement on the Southern position, by the editor of the Richmond News Leader.

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BOOK REVIEW

Sculptors of the Future

"The Mind as Nature," by Loren Eiseley *(Harper & Row. 60 pp. $2.75), and* ***"Fostering Intellectual Development in Young Children," by Kenneth D. Wann, Miriam Selchen Dorn, and Elizabeth Ann Liddle*** *(Bureau of Publications, Teachers College, Columbia University. 140 pp. $3.75).*

By FRANK G. JENNINGS

WHETHER he stands in the toy-strewn world of the nursery school or presides at a graduate seminar, the teacher is fingering the reins of the future. For those who are aware of this, it is terrifying and exhilarating. Those who are insensitive can quite literally be killers of the dream. Loren Eiseley in the fifth John Dewey Lecture, "The Mind as Nature," states the case with courageous beauty: "The educator can be the withholder as well as the giver of life."

The second book under review here is a footnote to Eiseley's thesis. Dr. Wann and his associates, working with three- to five-year-old children, express this concern: ". . . We might be underestimating young children's ability to understand and interpret their world and as a consequence [are] unnecessarily limiting their experiences. . . ." Put very simply, children are capable of considerably more intellectual achievement than they are generally allowed to reach. They are intensely interested in the world around them. They are capable of handling, understanding, storing, and using great amounts of information. They can and do deal with concepts and logical relationships that are far more complex than many they will later encounter in their first years of "formal" study.

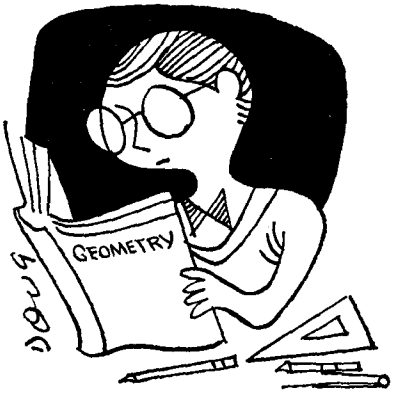
Recently there has been much urgent talk and earnest research into the nature of creativity. There is a recurring theme to the effect that there is so much more that we could do so much better, had we been given the proper guidance early enough. As Eiseley reports, "There are subjects in which I have remained dwarfed all my adult life because of the ill-considered blow of someone nursing pent-up aggressions, or words more violent in their end effects than blows."

"The Mind as Nature" is a brave little book. Eiseley begins with a brief and painful account of his own childhood. "I would have been diagnosed today by social workers as a person suffering from societal deprivation and headed for trouble." There were no books in his home. His mother was stone deaf. His father was a former itinerant actor turned laborer for survival who could "still declaim long rolling Elizabethan passages that caused shivers to run up my back." There were no friends. No visitors came to the home. And yet the mind of the boy was not lost. It found its way through the competing worlds of childhood. There was a teacher somewhere, and "a kindly scientist engrossed in studying some huge bones." The boy became an anthropologist, a teacher and a writer of surpassing charm and insight. Anyone who has not read his "Immense Journey" or his "Firmament of Time" should buy them, too, when he purchases this book.

Eiseley writes, "The teacher is a sculptor of the intangible future. There is no more dangerous occupation on the planet, for what we conceive as our masterpiece may appear out of time to mock us—a horrible caricature of our ourselves." But, says Eiseley, the true educator fights not only for the sake of the future but "for the justification of himself, his profession, and the state of his own soul."

"Ours is an ill-paid profession and we have our share of fools. We, too, like the generation before us, are the cracked, the battered, the malformed products of remoter chisels shaping the most obstinate substance in the universe: the substance of man."

It is hard to resist the temptation to let such an author speak for himself.



But better to promise the drama and the insights that await the reader of both of these books. For, as I suggested at the beginning of this review, "Fostering Intellectual Development in Young Children" is the sculptor's material and "Mind as Nature" is the program the artist-teacher must follow.

The former book is the report of research done in five private schools in and around New York City. Dr. Wann and his associates were able to demonstrate what some teachers know, that children, very young children, can be taught reasoning and logic, that they can deal with scientific concepts of considerable complexity, that they do have a great capacity to handle the symbols and the structure of our language, and that even in their love of fantasy, they are clearly conscious of the real world around them.

Eiseley is right when he says that teachers have the most dangerous profession, and the most rewarding. They have the dual role of conservators and creators. The quick, open interest of the child presents possibilities that tomorrow's world can be better, freer and safer. The burgeoning commitment of the college student can be a sign that some teacher had been successful. But there is terror for the teacher too, when he feels that he may have failed to recognize a touch of talent, when he may have allowed a mind to sink into the humdrum depths of bland conformity. Man is so various a creature that there can be no simple rule or test to indicate when or how he matures. Eiseley makes the wry comment that it is uncertain whether Darwin or Wallace could have passed a modern college board examination. The competent teacher needs to depend more on insight than on instinct. He must never grow indifferent to the presence of rousable interests and talents. Whether it be a child gasping with wonder at the shape of a leaf or a graduate student trembling on the verge of a new organizing principle, the teacher must be able to exploit that creative moment.

Dr. Wann repeatedly makes the point that "Adult guidance is the key to programs which extend and develop the mental capacities of children. Young children are continuously involved in the process of concept development. They explore; they seek answers to their questions whether adults help or not . . ." There is challenge and excitement in both of these books. In one a group of scientists describes the range and power of the child's mind and demonstrates this in the poetry of the child's own language. In the other, a poet who is a scientist seeks to describe the very limits of the teacher's art.

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Heimberger

Continued from page 55

time for the faculty to reassert, really use, and thus preserve its traditional power to determine what is to be taught in its name. But to do so the faculty as a whole must first face up to the reasons for its present impotence, its apparent lack of concern, and its resulting failure to take concerted and courageous action. One reason, often cited, may be that the university faculty as a proud, powerful, and all-inclusive body, has given way to a congeries of provincial and professional groupings, each devoted to its limited interests and largely unconcerned about what happens elsewhere on the campus. Wholeness has been replaced by excessive departmentalization and particularism.

Closely related is the growing tendency of the individual faculty member to forget that, first and foremost, he is a *university* professor. Instead, he tends to set limits to his loyalty and even to his professional pride. Often he prefers to call himself simply a professor of chemistry, of history, or of psychology—and nothing more. He is content to live and let live and thus to shrug off responsibility for university errors so long as they do not seem to affect him or his special field of interest. He forgets, of course, that such errors are committed in his name and with at least his tacit approval as a member of what pretends to be the academic governing body of his university.

THERE is also a kind of professorial courtesy that often makes the single faculty member, good, bad, or indifferent, almost a law unto himself. It finds its origin in the high principle that the man who knows the subject best has the sole right to determine the number and nature of courses to be taught in his particular area of specialized learning. To question this right is, in the opinion of some, to come close to setting limits to academic freedom. The principle is a good one to start with but, carried to extremes, it has only one logical consequence—the denial of any effective control over teaching and degree programs by a *university* faculty. The wishes of every individual must be allowed to prevail, no matter how weak or wasteful his proposals may seem to be in the judgment of his campus colleagues.

Still another difficulty has been the old, old tendency to regard a specific course as the personal property of the man who first developed and taught it. This tendency is very strong at the higher levels where a good many senior professors have established their private domains which, by campus tradition, must neither be challenged nor invaded. Woe be it to the brash youngster who even hints that there might be other ways to teach the material at hand, or to gather scattered fragments into a new and stronger whole. Often the result of this assertion of personal property rights is a vast barrier, built stone by stone over many years and firmly anchored across new and possibly better approaches to learning.

It is entirely unfair to blame our university faculties alone for whatever is puerile or profligate in their teaching today. Powerful outside influences have been at work and, to a large degree, they too are at fault. One great force of this kind has been a widespread obsession with the immediate dollar value of a diploma. This has led to heavy pressures for curricula and courses designed primarily for a quick pay-off on the first job.

SUCH pressures frequently come from relatively small but well-organized vocational associations, each apparently convinced that it must have its own highly specialized degree program in order to keep pace in status and employability. Thus a new curriculum is established and a new department or school created. Then there follows, almost as the night the day, the drive for more staff, more courses, and more fragmentation. Quite often, both courses and staff duplicate what may be found elsewhere on the campus with only slight differences in applications to specific vocational purposes.

Faculty resistance to demands of this kind is difficult indeed. It is almost impossible when the university administration is more interested in courting the favor of pressure groups than in speaking up for the essentials of higher education. The argument usually advanced is that a public agency has no choice but to serve the public need and the public will. But even this seemingly persuasive and powerful line of reasoning should not be allowed to force the members of a university faculty to become stock boys in a supermarket or a discount house.

Another external force with which the faculty must contend in meeting its academic responsibility is the accrediting association or the certifying board, usually staffed and largely guided by full-time professionals whose first loyalty often leaves them with little concern for what happens to higher education as a whole. Their primary function, the one for which they are paid, is to make sure that the student gains as much proficiency

Let's Talk Sense About Textbooks

Let's talk about how good textbooks help today's teachers.

Teachers should be able to count on reliability and sound scholarship in a textbook. Conscientious publishers take several steps to build these qualities into every textbook program. Able authors are recruited. Experts from specialized fields serve as advisors. Qualified editors provide the help only experienced book publishers can offer in producing a good textbook program.

A good textbook helps create an atmosphere of active participation and zest for learning. When you dip into a textbook, try asking yourself these questions: Does it strike you that the author is commanding the interest and respect of students—bidding for the kind of response a good teacher works for? Are the questions and discussion suggestions lively and interesting?

An important way publishers help teachers today is in teacher's manuals to accompany their textbooks. Here the authors show how they as teachers would present a lesson. They outline the steps they have found are essential to the development of an idea or a skill. They provide summaries of research, special resource material, additional reading suggestions. Teachers can make creative use of what each guidebook offers. This kind of sound and usable help can free teachers to devote more time to the young individuals thronging today's classrooms.

Leading textbook publishers are continually striving to give teachers their best. They put their best into the textbooks they offer, into the guidebooks and accessory materials that accompany their textbook programs.

Some publishers, including Scott, Foresman, follow these up with services provided by representatives, teaching consultants, and correspondents in their offices. When you step into a classroom, see if Scott, Foresman is there helping—in books on the students' desks or the teacher's, in manuals and other teaching aids.

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as possible in a certain vocational field. With telling effect, they use their great power and influence to insist that priority be given to curricular requirements carefully tailored to suit their special purposes. Time and again the fear of being removed from an accredited list—or even of being put on public probation—has forced distinguished university faculties to approve curricula and provide courses that would otherwise be rejected as unwise or entirely unacceptable.

For whatever reasons, internal or external, there can be no honest doubt that a considerable number of our larger universities have allowed their teaching programs to get badly out of hand. This situation cannot endure. There is great need for firmer and, hopefully, wiser planning and control, and this need will soon be revealed and reflected in public demands for reform on the campus.

The important question is whether the need will be met by university faculties—or by some yet-to-be-determined administrative agency or process. It seems abundantly clear that the faculties have their work cut out for them if they hope to keep this vital part of their academic authority from becoming either a myth or a memory.

How can this hope be realized? First of all, there must be a revival of faculty loyalty to the university as a whole—to a single entity committed to a common effort in higher education. This means an end to the separatist attitude of live and let live, to the tendency to shrug off personal concern for whatever does not seem to endanger the special interests of the smaller group or even the single professor. It means an acceptance of individual responsibility born of jealous pride of membership in an honored profession and in the community called the university. A strong sense of faculty indignation, or even outrage, at some of the things that have been happening under the guise of higher education would do no harm.

But loyalty, pride, and readiness to accept responsibility will not be enough to get the job done. There must also be a new and university-wide commitment to fundamental purposes and standards of quality. This is a task for the faculty as a whole, working from recommendations arrived at through intensive study by the wisest and toughest minds available on the campus.

Beyond this declaration of institutional purpose and quality there will still lie the difficult, day-to-day responsibility for seeing to it that these broadly stated policies are adhered to in practice. General meetings of the entire faculty, or even of a relatively large council or senate, cannot be relied upon to meet this need. Power to act, subject to appeal, must be delegated to some special agency created by and answerable to the faculty. It would be the duty of this agency, composed of strong, experienced, and widely respected professors, to deal with actual courses and curricula, making sure that they measure up to the standards established by the faculty for the university as a whole.

The university administrator will also have an important part to play if he really believes in faculty control of teaching. He must realize that, in his countless off-campus relationship it is his job to speak up for the true meaning and values of higher education—to fend off demands for weak or grossly wasteful programs of instruction, rather than to curry public favor and popularity by bending under every pressure. Working with other college and university administrators, it is also his job to see that the powers

of accrediting bodies and certifying boards are kept within proper limits—that they are not allowed to become harmfully dictatorial forces robbing his university of its autonomy and needlessly depriving his faculty of its essential right to keep its academic hous in order.

It may be too late for some university faculties. Perhaps, through lack of concern and long neglect, they have already allowed their collective control over teaching to become either a myth or a memory. Some may have no taste for the difficult task of establishing quality and strength where there is now weakness and waste. But the issue is one of fundamental importance. If full faculty control of teaching is allowed to slip away for reasons of either disinterest or timidity, then university professors will have taken a long, long step toward the debasement of their once proud profession. They will be far along the way toward becoming little more than employees who are hired to perform tasks determined by others.

PAUL GOODMAN

author of *Growing Up Absurd*
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However Paint Runs Down a Page

By Claire Burch

HOWEVER paint runs down a page it makes
a picture. Turn it upside down. Another.
The world is a picture God made on an off day
using one of twelve hundred mediums at his disposal.
Patterned and orderly, but in the left upper corner
a loaded brush produced a drip that He
let stay because (no reason He'd stake His reputation on)
it sort of seemed to make the greens work better.

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Teacher Shortages

Continued from page 64

ncrease in the tax rate. At this price the community can offer high-quality education in *all* subjects.

To prevent deterioration in particular fields by offering higher salaries in them alone is no more than common sense. If your left front tire needs repair, you put resources into repairing it. You don't spread those resources thinly by putting them into overhauling the entire car. School officials don't put a thin coat of paint over the entire school when the auditorium needs freshening up. We get more from our resources by using them where they are needed *most*.

AS teachers and school administrators will immediately recognize, several practical difficulties would be encountered in departing from conventional salary schedules. The difficulty that educators usually emphasize most is the possible impact on teacher morale. It is asserted over and over that any new kind of salary step would shatter morale, apparently forever.

Despite all the dogmatic pronouncements, this difficulty is probably an illusory one. First, the claim that salary differentials would shatter morale is based upon repeated assertions, not on any systematic compilation of evidence. Second, a recent study by Chandler and Mathis (professors of education at Northwestern University) indicates that school systems with merit pay schemes, which are departures from unified salary schedules, do not have noticeably lower morale than schools with unified schedules. Third, other institutions that employ similar personnel do not have unified salary schedules, yet morale in these institutions cannot be said to suffer from the lack. (The university teacher of Greek will regard it as highly regrettable, but hardly as degrading, that the professor of medicine receives twice his salary.) Fourth, the unified salary schedule itself provides for certain kinds of salary differentials, and all we are suggesting is another.

There would be some resistance and disappointment, of course, if such additional salary differentials were introduced. Some teachers would hate to see others get raises that they did not receive. As Mark Twain said, "Most of us can't stand prosperity—someone else's, that is." Besides, with additional ay differentials there would be fewer or smaller across-the-board salary increases, and many teachers would therefore have to forego some of the increase they might otherwise have had. Those teachers—the ones whose skills are not relatively scarce—would naturally resist the introduction of the new schedule. (Removal of tariffs on cloth would be resisted by domestic textile manufacturers, too.) But resistance and disappointment do not mean permanently lowered morale, especially if care is taken in explaining the issues and implementing the new policy. Certainly the ground should be well prepared before making any change. The understanding of the teachers should be particularly sought. It is important for them to understand the allocative function of salary differentials and realize that other professions have salary differences for types of training and subject matter specialties. It is perhaps still more important for them to see that the alternative to these pay differences will soon be the deterioration of the school's teaching staff.

Another practical difficulty about having additional salary steps is that they would increase administrative burdens. Without any doubt, the unified schedule simplifies the problems of school administrators—by eliminating certain choices that would otherwise have to be considered. With an additional set of steps, there would be more salary configurations to be considered and perhaps some hard choices to make. Administrators and boards of education would have to decide which skills are the most difficult for them to recruit. (They can usually name those skills immediately.) They would have to determine the kind and size of the new salary steps. But these decisions are by no means impossible—and the format of the new schedule need not be complicated. School officials might simply add a footnote to the present schedule specifying the new steps, providing, say, a 15 per cent increment for a major in mathematics and a 10 per cent step for a major in subject X or for a minor in mathematics.

THERE might be difficulties, particularly in smaller schools, in handling dual assignments, since some teachers have to handle classes in more than one field. If the increments were paid for types of training, however, it would not be necessary to worry about the assignment. A superintendent would not pay extra for a mathematician and then have him teach mostly in physical education, just as a university would not pay extra for a professor of medicine and then assign him most of the time to teach economics.

There would be the problem of adjusting to future changes in the demands for various skills. But further adjustments of these salary steps could be made, not every year to be sure,

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but when really needed. And, in any event, it is hardly sensible to retain one absolute salary structure just because a better one might ultimately become obsolete, too.

If we consider the introduction of additional salary differential in the schools, we can indeed see some practical difficulties ahead. But the fact that there are some difficulties does not foreclose the issue. The question is not whether there are difficulties, but whether the payoffs outweigh the efforts required to achieve them. It is more difficult to provide education through the twelfth grade than to stop at the ninth, yet we rightly choose to provide instruction through the full twelve grades. Similarly, it is more difficult to introduce additional salary differentials than to stick with the status quo, yet the change to the new policy may be called for. Boards of education, school administrators, and other citizens need to consider now the adoption of additional salary differentials, seriously weighing the potential gains against the difficulties. As we see it, a three-step salary schedule will be essential in the coming years if individual districts and the nation as a whole are to provide adequate education at acceptable costs.

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Letters to the Education Editor

Continued from page 53

its first eight years, has been a potent and positive force toward the improvement of teacher education programs. For example, its standards have contributed to increased subject-matter requirements for prospective teachers; to the widespread acceptance of the idea of a campus-wide committee responsible for teacher education policy—a committee on which the academicians are represented along with the specialists in education; to improved student teaching programs; to more extensive and better planned teaching majors; to the development of higher standards of admission and retention; and to improved libraries.

No one interested in teacher education believes that NCATE's standards and procedures are perfect or even nearly so. The Council itself and its constituent members are committed to a continuing study and revision of both standards and procedures. It is obvious that any accrediting body will make mistakes and that some of the judgments it makes will be widely disputed and misunderstood. It is equally obvious that the process of accrediting has served and can serve as one useful means of quality control.

DON DAVIES, Executive Secretary,
National Commision on Teacher Education and Professional Standards, National Education Association.
Washington, D.C.

IT IS DIFFICULT to determine just what Mr. Koerner was attempting to accomplish. There is little in the presentation to justify its being considered an appeal to reason rather than an appeal to the feelings, to tradition, to the maintenance of a status quo.

Few, if any, of the objections to the five major NCATE regulations seem to have any substance which can be adequately defended. Surely no strong academic community, after careful consideration, would care to take a stand against the NCATE requirements on the basis of these objections.

When the article is stripped of all irrelevant objections it seems to me that a strong case for the endorsement of the NCATE requirements is left.

C. L. WEAR.
Lincoln, Neb.

JAMES D. KOERNER'S article is an excellent piece of work on an important topic. As a member of this college's committee on teacher education in the midst of preparations for an NCATE "visitation" I appreciate his remarks.

ROBERT W. SELLEN,
Associate Professor of History,
Baker University.
Baldwin, Kan.

MR. KOERNER DID yeoman service to the cause of education in his description and criticism of NCATE. It often occurs to me to wonder if there is any real necessity for the NEA and its wide-ranging subsidiaries. Super-organization may be called for in business and industry and space exploration. But education is something else again, demanding that its organizers be "humanistically" educated—and this they in large numbers obviously are not.

And consider this anomaly: with a doctor's degree and no "education" courses I am good enough for the faculty of a liberal arts college or university, or even for an average teachers college; but unless I have a certificate for attendance on courses in "methods" and "laboratory experience" I am unfit for a public high school.

A. M. WITHERS.
Athens, W. Va.

AN UNBIASED EVALUATION of NCATE has been greatly needed. Mr. Koerner's article will encourage many institutions that have been shocked by NCATE's so-called standards to speak up.

THOMAS C. DONNELLY, President,
New Mexico Highlands University.
Las Vegas, N.M.

ON VISITS AND VISITATIONS

REGARDLESS OF Mr. Koerner's opinion of college accreditors, his sarcastic reference to their use of the word "visitation" was misplaced. Their campus inspection trips, in fact, are aptly described by the word which the "Merriam-Webster Collegiate Dictionary" defines as follows:

> "1. A visit, especially an official visit, as of a bishop to a church, college, etc., in his diocese. 2. A visiting of affliction or punishment, or rarely, blessing, especially as a divine dispensation; hence, a severe trial or affliction. 3. [cap.] Eccl. a. The visit of the Virgin Mary to Elizabeth before the birth of Elizabeth's son, John the Baptist. b. The church feast (July 2) commemorating this visit. 4. Resort to a place by birds, mammals, or other animals, at an unusual time or in unusual numbers."

ROBERT C. HARRIS.
Philadelphia, Pa.

STUDENTS AND REALITY

I WOULD LIKE to commend Professor James K. Feibleman for expressing in his final paragraph of "What Happens in College" [*SR*, Oct. 20] a point that needs considerably more emphasis in American education—namely, that college training often misleads the student when it teaches him the ideal and ought-to-be conditions of life at the expense of the real and actual conditions of this world. Too much of our education at all levels is either so past-minded or idealistic that it commits the sin of avoiding the here-and-now that the student faces when he enters the world outside of school campuses.

As a high school teacher, I am also concerned with this problem. When former

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students return for a visit, they frequently complain about the insufficient information given them about the "outside." What we need, as Professor Feibleman implies, is more stress on the *practice* half in the ...ory and practice approach in the courses ...ered our youth.

RALPH BECKER,
John Hay Fellow,
Harvard University.

Cambridge, Mass.

ONE OF MY STUDENTS recently asked me, "Why do people go to college?" I wanted to be fair and give both positive and negative reasons, but my reasoning power failed me. Thanks to Mr. Feibleman and his well-written article, I can now offer an intelligent answer to this most important question.

(Mrs.) BONNIE SQUIRES,
Yeadon High School.

Yeadon, Pa.

I AGREE WITH Professor Feibleman's observation that most college training is inadequate in preparing the student for what he will encounter in the "brute facts" of the world of practical affairs.

Colleges would do well to consider seriously the values of such a program as that of Antioch College. Here is a combination of a liberal educational philosophy and a demanding performance philosophy. The student is constantly exposed to the opportunity to test his ideas, his preconceived notions, his judgment, and his ability in various kinds of job situations as well as the classroom. He may get discouraged ...d quit, but at least he has the chance to learn to know himself, the world of facts, and the world of ideas during his college years. Although he will still need more training in the employment field he chooses, he won't be a scared and inexperienced neophyte.

HELEN RUNNER.

Golden, Colo.

ON NOT KIDDING WILLIE

THE EDITORIAL "Who's Kidding Whom?" [*SR*, Oct. 20] disturbed some of the first grade teachers of Round Lake, Illinois. Most of us have deplored the "gobbledygook of pedagogy," the tendency of administrators to undersell achievement and overplay "readiness." We have resented the controlled publications of primary textbook publishers. Since our aims reach beyond the desired results of the "experts" in the reading field, we have been forced to make and remake our phonetic worksheets each summer vacation.

We now send a letter to parents listing our goals for the first grade. Papers are sent home either at the end of each day or in a booklet at the end of the week, whichever method the individual teacher prefers. In contrast to Willie's in the editorial, these papers range in marks from ...or to Good and a perfect paper has a ...r. We too believe that "We serve them ill when we deny them the accurate and frank information that is the prerequisite for human growth and progress."

IMOGENE CASHMORE.

Grayslake, Ill.

ANY SUGGESTIONS?

IN FIFTEEN YEARS of college teaching I have never been as excited about a course as an experimental one scheduled for January. To give it the best chance of success I need the help of *SR* readers.

One of our most popular courses in the Department of Sociology has been "Social Problems," and I have leaned heavily on contemporary literature—largely paperbacks—for collateral material. Since the residual value of such a course is in attitudes developed rather than in the mastery of factual material, I plan to experiment with one section, dispensing with the textbook-and-lecture approach. Instead, we shall seek the most revealing insights we can get from fiction or biography.

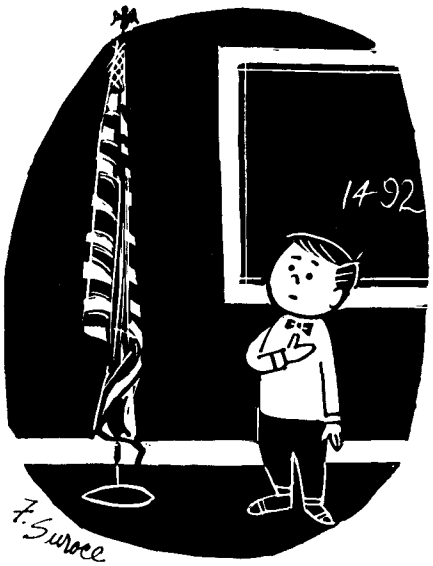
How much more understanding an undergraduate gets of the problem of alcoholism from reading "I'll Cry Tomorrow," of juvenile delinquency from "Knock on Any Door," of urban corruption from Lincoln Steffens's "Autobiography." No chapter in any textbook can equal such pieces for clarity of insight into the problem, especially when elaborated by carefully coordinated class sessions to supplement them and tie the experience together.

But what are the greatest sources? I need help. Ordinarily a "Social Problems" course covers the following areas: alcoholism, crime and juvenile delinquency, drug addiction, homosexuality, interracial and intercultural conflict, mental illness, poverty, prostitution, unemployment, war, and white collar crime. Because of the breadth of the material, the class will be given special training in speed reading to enable them to read at least two titles in each area during the semester.

Can *SR* readers help me? I shall appreciate any suggestions I receive. Paperback editions are preferred by the students because of the convenience and economy, but the adoptions will not necessarily be so restricted.

VAL CLEAR, Chairman,
Department of Sociology and
Social Work,
Anderson College.

Anderson, Ind.



Geography

Continued from page 57

successive years, that is for all years in primary and secondary education except for the first three years of the elementary school and for the last year of the middle school. His teacher is likely to be a specialist in the teaching of geography who has had advanced training in geography as a discipline, probably at a pedagogical institute. The Soviet approach to the teaching of geography and history is not one of amalgamation but rather of individual courses in each discipline taught by teachers specifically qualified in the subject."

From this and other reports it is reasonably safe to conclude that geography is in a strong position in the Soviet Union today. Although World War II jolted many of our citizens into a realization of the importance of geography, this lesson was largely forgotten in the postwar era. The appearance of Sputnik I gave us a second jolt. We are now in the process of reappraising our educational system, its goals and methods.

One of the results of this reappraisal has been the establishment of a joint committee of the National Council for Geographic Education and the Association of American Geographers to study ways for improving the teaching of geography in the high school. It is a national paradox that a subject that enjoys a respected place on the campuses of most colleges and universities, and one so vital for adult citizenship, should be so grossly neglected in the high school social studies curriculum. Perhaps the work of this committee will bring about needed improvement. In the meantime, what concepts do high school students in your community have concerning the geography of the Soviet Union, China, and India? (A study of high school seniors in the city of Columbus and in Champaign County, Ohio, revealed that 55 per cent of them considered their understanding of India inadequate.)

And what about geography in the elementary school? Is geography being taught in the schools of your community? Has your Johnny's teacher had a course in geography? When was the social studies curriculum last revised? Parents should know what is being done, and school authorities should continually evaluate present practices to see if there is need, or room, for improvement in the teaching of important understandings which will be needed by the citizens of tomorrow. An objective survey will in many cases indicate the desirability of restoring geography to the position it merits in the school curriculum.

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KINGSLEY DOUBLE-CROSTIC NO. 1494

Reg. U.S. Patent Office

By Doris Nash Wortman

DEFINITIONS

A. Substituted for (4 wds.).

B. Region and ancient kingdom of E. Spain, held by the Cid against the Moors, last five years of 11th cent.; wildly popular song, Roaring Twenties.

C. Manner of giving assistance where not needed.

D. Adequate rewards (for labors, etc.; 2 wds.).

E. Amer. playwright and war correspondent, World War I (1889-1954; "Berkeley Square," etc.)

F. Failed to follow suit, in cards, when perfectly able to do so.

G. The adverse position regarding (2 wds.).

H. Vinous.

I. The number of those that "safely lay in the shadow of the fold" (comp.).

J. Rice and meat (usually ham) cooked together (Louisiana specialty).

[illegible]nadvertently; unconsciously.

WORDS

94 150 218 122 12 6 118 145 62 159 178 33

65 147 28 190 102 93 82 75

133 90 213 29 111 192 56 81 183 100 43

92 125 103 2 141 160 49 67

152 142 96 109 136 131 34 121 63 176

72 66 181 74 51 108 220

32 7 54 38 143 161 177 71 123 193 113 153

194 163 76 70 97

168 175 78 132 30 151 188 127 164 219

138 87 73 95 101 162 5 86 119

120 24 1 18 20 135 196 207 106 47 155

DEFINITIONS

L. Pitti-Sing said a beautiful maid was a cheering this to a "man afraid" (3 wds.).

M. Labeled.

N. Comely young women in bathing suits.

O. Took a little bite.

P. Position of great precariousness (4 wds.).

Q. "All our yesterdays" (2 wds.).

R. German cartographer, credited as first to call the new world *America* (1470-1518; Latin version of his name).

S. Describing a famous "evening" in the recent theater.

T. Containing, or forming, a ninety-degree shape (comp.).

U. Polish noblewoman, mother of Napoleon's son who became pres. of the legislature 1865.

V. In geometry, a contact having three or more points in common.

W. Went in a hurry (2 wds.).

X. Sifting and examining present considerations pro and con.

WORDS

148 77 165 198 53 60 180 211 40 201

126 117 182 79 203 41

16 80 104 149 26 184 9 42 22 19

205 23 36 57 45 154

171 110 13 167 137 217 85 206 11 144

186 200 55 37 3 158 68

21 17 58 105 189 215 202 31 166 50 39

107 116 216 52 130 88 4 128 173

172 27 208 195 199 112 64 169 46 59 89

44 8 157 187 170 210 84 204

61 191 83 139 179 25 48 114 91 99

124 35 174 69 156 146 14 134 214

15 209 129 197 212 10 140 98 115 185

DIRECTIONS

To solve this puzzle you must guess twenty-odd WORDS, the definitions of which are given in the column headed DEFINITIONS. Alongside each definition, there is a row of dashes—one for each letter in the required word. When you have guessed a word, write it on the dashes, and also write each letter in the correspondingly numbered square of the puzzle diagram. . . When the squares are all filled in, you will find that you have completed a quotation from some published work. If read up and down, the letters in the diagram have no meaning. . . Black squares indicate ends of words; if there is no black square at the right side of the diagram, the word carries over to the next line . . . When all the WORDS are filled in, their initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Of great help to the solver are this acrostic feature and the relative shapes of words in the diagram as they develop. Authority for spellings and definitions is Webster's New International Dictionary, Second Edition.

				1 K	2 D	3 Q	4 S		5 J	6 A	7 G	8 U	9 N	10 X		11 P	12 A						
	13 P	14 W	15 X	16 N	17 R		18 K	19 N		20 K	21 R	22 N		23 O	24 K	25 V	26 N						
27 T	28 B	29 C	30 I	31 R		32 G	33 A		34 E	35 W	36 O	37 Q	38 G	39 R	40 L	41 M	42 N						
43 C		44 U	45 O	46 T	47 K		48 V	49 D	50 R	51 F	52 S	53 L		54 G	55 Q	56 C	57 O						
58 R	59 T		60 L	61 V		62 A	63 E	64 T	65 B	66 F	67 D		68 Q	69 W	70 H	71 G	72 F						
	73 J	74 F	75 B	76 H	77 L	78 I	79 M		80 N	81 C	82 B	83 V	84 U	85 P	86 J		87 J						
88 S	89 T		90 C	91 V	92 D	93 B	94 A	95 J	96 E	97 H		98 X	99 V		100 C	101 J	102 B						
103 D	104 N	105 R	106 K	107 S		108 F	109 E	110 P	111 C	112 T	113 G	114 V	115 X	116 S	117 M	118 A							
119 J	120 K	121 E	122 A	123 G	124 W	125 D	126 M	127 I	128 S	129 X		130 S	131 E	132 I		133 C	134 W						
135 K	136 E	137 P		138 J	139 V	140 X	141 D		142 E	143 G		144 P	145 A	146 W		147 B	148 L						
	149 N	150 A	151 I	152 E	153 G	154 O	155 K		156 W	157 U	158 Q	159 A		160 D	161 G	162 J	163 H						
164 I	165 L		166 R	167 P	168 I	169 T		170 U	171 P	172 T	173 S	174 W		175 I	176 E	177 G	178 A						
	179 V	180 L	181 F	182 M		183 C	184 N	185 X	186 Q	187 U	188 I	189 R	190 B	191 V		192 C	193 G						
	194 H	195 T	196 K	197 X	198 L		199 T	200 Q	201 L		202 R	203 M	204 U	205 O	206 P	207 K	208 T						
	209 X	210 U		211 L	212 X	213 C	214 W	215 R	216 S	217 P	218 A	219 I	220 F										

Solution of last week's Double-Crostic will be found on page 10 of this issue.

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Pouilly Fuisse, B&G. White, fresh, delicate
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